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## BOSTON ACADEMY9

## COLLECTION OF CHURCH MUSIC:

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PSALM AND HYMN TUNES, ANTHEMS, SENTENCES, CHANTS, \&C


Haydn, Thozart, Beethoven, Pergolesi, Fighini, Cheruhini, Romberg, Winter, Weber, Jigeli, Kübler, and other distingrished composers, arranged and adapted to English words expressly for this worl: includijg, also, original compoittiuns by german, english and american autiors.

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REV. LOUIS FITZGERALD BENSON, D.D.

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Haydn, Mozart, Becthovera, Pergolesi, Eighimi, Cherubini, Romberg, Winter, Weber, Nageli,
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English words express! y for this work:
INCLUDING, ALSO, ORIGINAL COMPOSITIONS BY GERMIAN, ENGLISH AND AMERICAN AUTHORS.


PUBLISHED UNDER THE DIRECTION OF THE BOSTON ACADEMY OF MUSIC.

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## ADVERTISEMENT.

The BOSTON ACADEMY'S COLLECTION is published in conformity with one of the princirraं 3esigns of the Institution, viz: to aid in the cultivation and advancement of Church Music.

It may be proper here to state that in the preparation of this work, no labor or expense has been spared to render it correct, and to enrich it with new and valuable music, while most of those approved tunes which have long been in general use, and which are associated with our most hallowed feelings the editors have been tenacious to retain. Numerous foreign publications have been obtained, particularly from the German schools, from which, selections and adaptations have been made. To modify and suit these to the style and measure of psalmody in this country, has cost an amount of time and labor which can scarcely be estimated by those unacquainted with the task. By an extensive correspondence, a number of onginal tunes have been procured, written by eminent foreign composers; also several valuable pieces from the pens of our own countrymen, in addition to those furnished by the Professors of the Academy. The work is particularly rich in set pieces, anthems, \&c., which are numerous and suitable for singing societies and concerts, as well as for the various services of the church.

The Rudiments or Instructions in Singing, prefixed to the work, have been prepared on the Pestalozzian,-or, as it may properly be termed, "Nature's own system,"-by Mr. L. Mason, being principally an abstract of the author's "Manual of Iustruction," and which exhibits in a simple and clear manner, the very successful mode of instruction adopted in the schools of the Academy.

The Boston Academy of Music was established in January, 1833, and incorporated in March of the same year. The following is a list of the officers at the present time :

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GEORGE JAMES WEBB.

## PREFACE

The contents of the following work mav be conventenuy ctassed as fotlows, namely:



 Latfrop, p. 135, Olinute, p. 133, Calmar, p. 139, and Nashville, p. 157, are of this class.








 ers, are comparatively new in metrical psalmody. They afford a very pleasing variety, and are often quite appropriate and useful in public worship


 of the previous classes, but are hetter adapted to the canacity of common cnoirs







 Cora, p. 197, Anfield, p. 198, Rutland, p. 201, Danc, p. 207, Zerah, p. 54, Salshury, p. 164, Eryth, p. 205, Arcot, p. 278, and others.







 sal tunes, but have ofter, at their own request, been withheld.




 lence. Such are all those pieces adapted from the Masses of IIaydn, Minzart, and other celebrated compusers.





 of the elementary primciples of music furnished by the Pestalozzian method, and in the practical mode of presenting these principles to the mind of the pupil.

## CHAPTER I.

## GENERAL DIVISION.

§ 1. There are three distinctions made in musical sounds; or musical sounds differ from one another in three respects, viz:
\$ 2. (1) They may be long or short,
(2) They may be kigh or low,
(3) They may be soft or loud.
8. From the fact that these three distinctions exist in the nature of $a$ usical sounds, arises the necessity of three principal divisions of the subject, or of three different departments, one department being founded on each of the above distinctions.
§ 4. (1) That department which is founded on the first distinction is called Rhythin, and relates to the length of sounds.
(2) That department which is founded on the second distinction is callal Melody, and relates to the pitch of sounds.
(3) That department which is founded on the third distinction is called dynamics, and relates to the strength or force of sounds.
§ 5. General view.
Distinctions.
Departments. Raythim.
Melody.
Dinamics.
Subjects.
Length
Рitcr.
Strength or Force.
hor Low.
or Loud.
§ 6. Each of these dcpartments requircs particular exercises, and should be pursued separately, until one department can no longer dispense with the others.

The following, and similar questions are to be asked by the teacher and answered simultaneurasly by the whole school.

QUESTIONS.
How many distinctions are there in musical sounds?
What is the first distinction? Second? Third?
How many separate departments are there in the elementary principles of music?

What is the first department called? Second? Third?
On what distinction in the nature of musical sounds is Rhytum founded
Melody? Dynamics?
To what in the nature of musical sounds does Rhythm relate?
Melody? Dynamics?
§ 7. These, and other following questions should be varied, and presented to the mind in all the different ways possible. Let the teacher be careful that the pupils obtain a clear idea of each different distinction; of the department founded upon that distinction ; and of the subject of which the department treats, or to which it relates.

## CHAPTER II.

## PART I. RHYTHM: or

division of time and lengti of sounds.
§.8. From the fact that musical sounds differ in respect to length, arises the necessity of a regular marking of the time as it passes, during the performance of music. This is the first essential requisite of all good performance. A practical knowledge of this is more difficult to acquire than any thing else relating to the subject, and singers are more deficient in this as a general thing, than in either of the other departnents. Hence the school should commence with Rhythmical exercises.
§9. During the pcrformance of a piece of music, time passes away
This must be regularly divided into equal portions.
For illustrations of this subject vee Mason's Manual of Instruction in the Elemen:s of Vocal Nusic, p. 35.
§ 10. Those portions of time into which music is divided are called Measures.

直1. Measures are again divided in parts of measures.
§ 1\%. A measure with two parts is called double measure,

| " | " THREE | " | TRIPLE MEASURE; |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| " | " | FOUR | " | " | QUADRUPLE MEASURE; |
|  | " SIX | " | " | SEXTUPLE MEASURE. |  |

§ 18. The parts of measures are marked by a motion of the hand This is called beating time.

Nots. The teachicr cannot be too etrirt in requiring the pupil to beat time. Fxperience oves that it l'es at the vcry foundation of correct performance. If this is neglectcd, all subequent ansiruction will be, compar nvely, of littlo value In the following exercises the eque abould first give the example by making the proper motiols; repeating at the sams acherds word beat, upward beat; or down, left, me the ; or one, two, three, dic. and afterwards require tho pupils to imitate him. Do not olerate a slow. dragging, or circuitous motion of the hand; but let it pass instantly from one point to the other.
\$ 14. Double time has two motions or beats, viz: Downward beat and Upward beat.
15. T'riple mine has three beats, viz: Downward beat, Hither beat and Upward beat.
\$ 16. Q:adruple time has four beats, viz : Downward beat, Hither beat, Thither beat and Upward beat.
\$ 17. Sextuple time has six beats, viz: Downward beat, Downward beat, Hither beat, Thither beat, Upward beat, Upward beat.
Nots. The hither beat is made horizontally to the lef, the thither beat horizontally to the NoTs. The hither bat is mall the way, and at the right. At the first downward beat upward beat let the hand rise half the way, and at the second eecond the remainder, not necessary to esercise a school much in Sestuple time. One measure the remainder. It is not necessary to esercise a school much in seatuple time. One measure in Quadruple time is equivalent to two measures i
time is equivalent to two measures in Triple time.
$\$ 18$. The character used for separating the measures is called a bar, all is made thus:

## ACCENT.

\$19. Double time is accented on the first part of the measure.
Triple time is accented on the first part of the measure.
Quadruple time is accented on the first and third parts of a measure.
Sextuple time is accented on the first and fourth parts of the measure.

## QUESTIONS.

What is that fact in the nature of musical sounds, from which arises the necessity of a regular division and marking of the time? What is the most important requisite in all good perforinances? Ans. Correct time.
What is that which is more difficult to acquire than any thing else in music? Ans. Correct time.
What is that in which singers are usually most deficient? Ans. Time.
What is that to which those who are learning to sing, are usually unwilling to attend? Ans. Time.

What are those portions of time called, into which music is divided? § 10. What are those portorns of time, smaller than measures, called? $\$ 11$. How many parts has double measure? 'Triple? Quadruple? Sextupie? How do we mark the different parts of measures in music? What is that motion of the hand called?

How mauy motions or beats has double measure, or double time? Triple? Quadruple? Sextuple?
What is that character called which is used for separatıng measures? Note. Obscrve the dfference between a bar and a mearure. Do not call a measure a bar. On which part of the measure is double time accented? Triple? Quadrupie? Sextuple?

## CHAPTER III.

Singing in connexion with beating time and accent.
\$20. The teacher gives out a sound to the syllable la (a as in father or in far) at a suitable pitch say, E or F-first line or space, Treble clef, (disregarding the octave between male and female voices) and after repeating it frequently, calling the attention of the school to it in various ways, requires those who feel cerluin that they can make the sound right, to imitate him; afterwards he requires those who think it probable that they can make it right, to imitate; and finally, the whole.
§ 21. The pupils are now required to beat and sing one la to each beat in different kinds of measure. Mind the accent.
§ 22. Beat Quadruple time and sing one $l a$ to each beat.
After this has beea done the teacher may write on the black board as follows:

He then points and says-
The characters I have written, represent the sounds we have suns; they are called notes. Notes represent the length of sounds. Made in this form, they are called Quarter notes, or Quarters. (Crotchets.)
Note. Tho names crotchets, minims, \&c. are given here, although it is strongly recommended to adhere to the more significant terms, Quarters, Halves, \&c.
§ 23. A sound that continues as long as four quarters, is a whole sound. Exercise. The note representing a whole sound is made thus, $\bigcirc$ and is called a whole note. (Semibreve.)

Note. It is repeated once for all, that in every exercise the teacher should himself Gret pive the example. the pupils beating the time, and afterwards require the pupls to imitate, or do the same thing.
§ 24. A sound that continues as long as two quarters is called a nalf sound. Exercise.

The note representing a half sound is made thus $P$ and is called a half note. (Minim.)
§ 25. A sound that continues as long as three quarters is called three-quarters. Exercise. The note representing this sound is a dotted half, thus:

○.
Note. Dotting a noteadds one half to its length.
§ 26. Beat, and sing to each part of the measure, or to each beat, :wo sounds. Exercise.

We now sing eighths; the note representing an eighth sound is made thus and is called an eighth note. (Quaver.)
§ 27. Beat, and sing to each part of the measure, four sounds. Exercise. We now sing Sixteenths; the note representing a sixteenth is made thus and is called a Sixteenth. (Semiquaver.)
$\$ 28$. The teacher may now exhibit all the notes at one view, showing their relative length, thus:

§29. Thirtyseconds (Demisemiquavers) E
mayialso be exhibited, but it is not necessary to excrcise on them.
$\S 30$. Sometimes three notes are sung to one part of a measure, or in the usual time of two notes of the same kind. When this is done the figure 3 is placed over or under them thus, they are called triplets. Exercise on Triplets.


By what characters do we represent the length of souuds?
How mary kinds of notes are there in common use? Ans. Five.
What kind of a note is this 0 ? (writing the note on the board.)
What kind of a note is this $P$ ? this $P$ ? this $\boldsymbol{P}$ ? this $\rho$ ? this this ? (64)

E
The teacher will question, also, as to the comparative length of totel.
When three notes are sung to one part of the measure, what are they called? How marked?

## CHAPTER IV.

## varieties of measurs.

§ 31. There are different varieties of Double, Triple, Quadruple and Sextuple time, obtained by the use of different notes on each part of the measure. Each variety of time is designated by figures, expressive of the contents of a measure, placed at the beginning of a piece of music.
§ 32. If the parts of quadruple measure are expressed by quarters, the measure is called Four-Four measure, and is thus marked:

Note. The characters $C$ or are onen used to denote quadruple and double measare. It is, however, recommended to discard the use of them, and substitute numerals in all cases.
§33. If the parts of quadruple measure are expressed by halves, the measure is called four-two measure, and is thus marked :

$$
4 P \rho P P P P P P P
$$

$\S 34$. In the same manner let the teacher illustrate all the varieties of measure in common use, as in the following examples:

## Double Measure. Triple Measure. Sextuple Measure.



## LLEMENTS OF VOCAL MUSIC.

§ 35. Rhythmical lessons may now, or at an earlier period, at the discretion of the teacher, be written upon the board and sung, first by the teacher, and afterwards by the scholars. Both teacher and scholais should always beat thc time, and also dcscribe the notions, when not engaged in singing; but the scholars should nevcr sing with the teacher, nor the teacher with the scholars. When the teacher sings, the pupils should listen, (al ways beating, and when the pupils sing, the teacher should listen.

\$36. Different kinds of notes may also occur in the same measure, as in the following examples.


QUESTIONS.
How a:e different varieties of measure obtained ? § 31.
By what do we designate the differeut varieties of measure? Ans. By figures. What do the figures placed at the beginning of a piece of music express? Ans. The contents of each measure.
Teacher mrites different rarieties of measure, in the different kinds of time, and requrres the


## CHAPTER V

## IRESTS

§37. Wc are often required in music to count or beat certatn parts of a measurc, or a whole measure, or any numbcr of measures in silence This is called resting, and the sign for it is called a REST.
§38. Each note hasits corresponding rest, which is of cqual length with the note it represents.
§ 39. Example. Whole rcst. $=$ Half rest. \& Quartcr rest. $\Gamma$ Eighth rest. Y Sixtcenth rest. Y
The teacher exhibits the rests upon the board.
§ 40. Rhythmical exercises with rests
quarter rests.

§ 4. The foregoing are given mercly as examples of lessons which the teacher should write, and on which the school should exercise. If Quarter and Eighth rests are practically understood, there will be no difficulty with uhole and half rests The practise of Sixteenth rests may be introduced in a similar manner at a more advanced stage of the course.
§ 42. As a general rule, notes, when succeeded by rest 3 , should be sung shorter than when succeeded by other notes.
Note. The teacher must labor to impress this upon the pupils. Teach them to fear a rest, and always to be prepared to stop short whenever one occurs, so as not to interfere with the tine which it requires. Singers are very apt to sing over or across the rests, and to pay but
little attention to them.

## CREPRENTS OF VOCAL MUSIC.

## QUESTIONS.

What is beating in silence, called? What is that character called which requires us to beat in silence. How many kinds of rests are there in common use? Are those notes which are succeeded by rests, to be sung shorter or longer, than in other circumstances?
Finte. 'The teacher is ceferred to the "Manual of the Boston Academy of Music" for a much more minute dicail of the elcments of Rliythm: and especially fir a syatematic Rlayth. mical classification of notes, or an exhbitmon of primitive thad derived riythmical relations; which, although not absolutely neccssary, is of great advantage, provided the time and circumstances of a school will perinit its introduction.

## CHAPTER VI. <br> parti il. melody. <br> THE SCAL.L.

64. Musical sounds may be high or low. Hence the necessity of that department in music called Melodr, which treats of the pitch of sounds.
§ 4 . At the foundation of Melody lies a certain series of eight sounds, which is called the scale.
§ 45 . The scale may be represented by the following notes: thus


I'he teacher should write the abnve on the board.
§ 46. The sounds of the scale are known, or designated by numerals; thas we speak of the musical sound, one, two, three, Sc.
The teac ier should point to the written scala by way of illustration.
§ 等 . The teacher says: Listen to a sound which I will give you, and which we will consider as one.

He then sangs the syllable la (lah-a as in father) on $C$, on the added line below, Tighle staff, $\mathrm{o}^{-}$second space, Basc, (omitting to distingu:sh, between male and female voices, ) and requires the pupils to innitate.
5 4.8. The teacher now sings one, two, to the syllable la, and requires the pupils to do the same.

Thus he goes through the whole scale, singing always to the syllable $\ell a$, and continuing until the great majority can sing both the ascending and descending scale, correctly. A few will always be found, perhaps 5 or 10 n 100 , who cannot wathout estra labor and attention, be inade to get the rifit sounds. These cannot go on with the class profialdy to themselves, or to the others. By extra exertion, howcver, almost all these snay learn to sing, but they should at present merely listen to the others, and if possib!e pactise in a separate class.

## QUESTIONS.

What is the second distinction made in musical sound.? What is that department called which is founded upon this distinction? Of what does Melody treat? What is that series of sounds called which lies at the fouldation of Melody? How many sounds are there in the scale? How do we designate or speak of the sounds of the scale? Ars. By numerals. The teacher should now point to the different untes written on the board and ask I Which sound of the scale is that ? \&c.

## CHAPTER. VII.

STAFF, SYLLARLES, CLEFS, LETTERS, INTERVALS.
§ 69 . The scale is written on horizontal lines, and on the spaces between those lines. Five lines are commonly used for this purpose which together with the spaces are called a stafr.

EXAMPLE.

fourth space. third apace. second space
first pace.
§50. Each line and space of the staff is called a degree; thus the staff contains nine degrees, five lines and four spaces.
§ 5 耳 . If more than nine degrees are wanted, the spaces below or above the staff, are used; also additional lines, called ADDED lines.

## example.


56. The sound One we will now write upon the first added line below the staff, Two upon the soace below, Three upon the first line, and so on

EXAMPLE.


The pupils are now required to sing the scale, ascending and deseending, to the syllable la, the teacher pointing to the notes on the staft.

Note. Those teachers who prefer only four syllables in Solmization will omit $\$ 53$ and pass to 51 . We eannot, however, omit to recommend the use of seven syllables, as at $\delta 53$, as heing altogether preferable to the use of four, as at $\$ 5 t$. In the use of seven syllables, the satsciation between the syllables and sounds becomes much stronger, and the pupil advanees more sapidly in the pracical knowledge of the scale.
§53. In singing, certain syllables are applied to each of the different sounds of the scale. To one is applied the syllable do, (pronounced doc;) to t.co, re, (ray;) to three, m1, (mec;) to four, FA, (fah, $a$ as in father;) to five, sol, (sole;) to six, LA, (lah, $a$ as in father; ) to seven, si, 'sec;) and to eight, do, again.

The seale is now sung ascending and descending with la, and also with the sppropriate syltables.

Nots. Those teachers who use seven syllables in solmization will omit section 54 and pass to section 36.
§ 54. In singing we apply certain syllables to the sounds of the scale, as follows. To one, we apply the syllable Fa, (pronounced fah, $a$ as in father;) to too, sol, (sole; ) to three, la, (lah, $a$ as in father;) to four, fa; to five, sol; to six, IA; to seven, MI, (mee; ) and to eight, FA, again.

The scale is now sung both up and down with la, and also with the appropriate syllables.
§ 5.5 . We have written the sound One upon the added line below, but it is often placed upon the second space. The whole scale is then written thus.


Practise as befere.
\$56. The sounds of the scale are also named from the first seven letters of the alphabet, viz: $\mathrm{A}, \mathrm{B}, \mathrm{C}, \mathrm{D}, \mathrm{E}, \mathrm{F}$ and G . [в. A. с.-2]
 character called the Treble Clef is used at the beginning of the staff. This is also called the G Clef, and fixes G upon the second line of the staff.
When the scale is written as in the second example above, a character called the Base Clef is used at the beginning of the staff. This is also called the F Clef, and fixes F upon the fourth line of the staff.

EXAMPLE OF THE CLEFP.


Note. It is not neccssary here to peint ont the different uses of the 2lefs. It is sufficient that all the pupils are taught to sing from both.
§58. The distance, or step from any one sound in the scale to another, is called an interval
\& 59 . In the regular ascending and descending scale, there are two rinds of intervals, viz: whole tones and half tones.
$\dot{9} \mathbf{6 0}$. From one to two, and from two to three are whole tones; from three to four is a half tone; from four to five, from five to six, and frow six to seven are whole tones, and from seven to eight is a half tone. Thus there are 5 whole tones, and 2 semitones in the scale.
Notes, It is very important that the pupils should become thoroughly aequainted with the scale, its numerals, letters, syllables, and intervals, before proceeding any further.

## QUESTIONS

What are those lines and spaces called, on which the scale is written? The teacher points and asks: Which line is this? Which space is this? \&c.What is each line and space of the staff called? How many degrees does the staff contain? When more than nine degrees are wanted, what is used?
The teacher should now write the scale upon the board, both in the Treble and in the Base Clef, and point as he asks the following or sims ${ }^{-1} \mathrm{nr}$ questions: To which sound of the scale do I now point? The angrer should be given by numerals. What syllable is applied to One? to Trio? \&c. What letter is One? Two? \&c. What syllable is C? D? \&c. Wbit
numeral is Do? Re? \&c. What numeral is C? D? \&c. What is the distance from any one sound of the scale to another called? Ans. An Interval. How many kinds of intervals are there in the scale? What are they called? How many whole tones? How many half tones? What is the interval from 1 to 2 ? from 2 to 3 ? from 3 to 4? \&c

## CHAPTER VIII.

of the different sounds of the scale.
§61. Having become familiar with the scale in its regular progression, we must now learn to strike each sound separately, or in connexion with any other sound. In order to do this, we must pay attention to each particular sound. We cornmence with three in connexion with one.
§ 62. three. The pupils sing by syllables $1,2,3$, and repeat three several times. After which the teacher should write lessons like the following, and require the whole to sing them.

§ 63. five. The pupils sing $1,2,3,4,5$-repeat 5 . Sing 135 , $153,315,351,513,531$, \&c. The teacher sings similar successions to the syllable la; the pupils determine what they are, and answer by numerals.
The teacher writes lessons like the following :

§ 6娄. Elgnt. Sing the scale and prolong 8. Sing 1, 3, 5, 3. Sing these four sounds in the following order.

| 358 | 3158 | 5138 |
| :---: | :---: | :---: |
| 1385 | 3185 | 5183 |
| 1538 | 3518 | 5318 |
| 1583 | 3581 | 5381 |
| 1835 | 3815 | 5813 |
| 1853 | 385 I | 5831 |

I'he 'Teacher writes examples with 1358 in one and two parts


In singing the above and similhr lessons, let the male and female voices be formed into separate classes, and sing each of the parts alternately.
§65. seven. Sing the scale and prolong 7. Seven naturally leads to 8 , or after 7 we naturally expect to hear 8 . It is perfectly easy to sing 7 in connexion with 8 , or immediately succeeding to 8 . In order, therefore, to strike 7 correctly, and separately, we must think of 8 . This will serve as a guide to 7 .
§ 66. The teacher gives out similar lessons to the following: 5878 3878, 1878, 1387, 3587, 1587, 187, 387,537, \&ic. Also, 17, 37, 57, \&o Lessons like the following may be written and sung in one or two parts.

§67. Four. Sing the scale and dwell on 4. Four naturally leads to 3, as 7 does to 8 . Three, therefore, is the guide to 4.
§68. The Teacher gives out: $134,534,834$, \&ic. also $14,54,84$, \&ic. EXAMPLE.

§ 69. Two. One or three will either of them guide to two.

§.0. six. Sing the scale and prolong 6. Five will guide to Six. EXAT.5:.E.


Nute. The teacher will spend more or less time upon the foregoing chap acerfuing th circumstances. It is however quite important; and df sufficient time be spent upon theze cxercises, the edsier will all that follows be acquired.

## QUESTIONS.

When we have learnt the scale in its regular progression, and when we desire to learn each sound separately, with what do we commence in connexion with One? Ans. Three. Sing One. Sing Three. What sound do we take after One and Three? Ans. Five. Sing One. Sing Three. Sing Five. What sound do we take next. Ans. Eight. (Sing as before.) What sound do we take after Eight? Ins Seven. What is the distance from Seven to Eight? To what does seven naturally lead-or what does the ear naturally expect after Seven? Ans. Eight. If we would strike Seven correctly, what must we think of as a guide to it? Ans. Eight. (Practise.) After 1, 3, 5, 8, and 7, what sound do we take? Ans. Four. To what does Four naturally lead? Ans. Three. What is the distance from Three to Four? What is the guide to Four? (Practise.) After Four what scund do we take? Ans. Two. (Ruestion and practise.) After Two what sound, \&cc. Ans. Six. (Question and practise.)
NuTF. The teacher is referred to the "Manual of Instruction" for a much more particular detail of the subject of this chapter.

## CHAPTER IX.

extension of the scale and classification of the mifpenent minds of voice.
§ 71 . We have thus far become acquainted with the scaln of eight sounds; but, generally, every onc has a greater compass of roice than is required to sing the scale, and can extend it upwards above 8 ; or downwards, below 1.
§ $\mathbf{7 2}$. When we sing above eight, we consider cight as One of a new scale, above; and when we sing below One we corisider One as Eight of a new scale, below.
§ 73 . Example of the scale extended above and below.


The above example should be writlen upon the board, and the pupils should be required te exercise on the upper and lower in cunnosion with the middle scale. F'or a more full explanor tion of this subjecl, and also for examples, see 'Manual.'

## QUESTIONS

When we sing higher than the scale, what do we consider Eight? When we sing lower than the scale, what do we consider One? What letter is applied to One of the upper scale? To Two? \&c. What syt lable? So also question with respect to the lower scale.
§ 74. The human voice is naiurally divided into four classes, viz lowest male voices, or base; highest malo voices, or tenor; loweet female voices, or alto; highest female voices, or treble. Boys before their voices change also sing the alto.
The teacher may now exhibit, as in the following example, the whole compass of the haman voice; poinl out the difterence between Base, T'enor, Alto and Treble, and class the school according to these distinctions.


§75. Practise the foregoing example as follows. The Base commence with G , the lowest sound; at they are joined by the Tenor, and both proceed together to $\qquad$ . Here the alto unite and the three parts
sing together to
 . On this note the base stops and the treble
begins. The treble, alto and tenor go on to ©-Q. when the tenor stops; the treble and alto go on to $\frac{\square}{0}$ - Here the alto stops, and the treble goes on alone. In descending let the several parts unite on that note on which they stopped in ascending, and stop on that note on which they commenced in ascending.
§ 76. The Treble or G Clef is commonly used for Tenor and Alto; but when used for Tenor it always denotes $G$ an octave, or eight notes lower than when used for Treble.
*As a general role all thosc men who can sing tnis note in a clear, and soft corce, and prolong it for some time, mey be classed with the Tenor. If thov cannot do thin well they belong 10 the Base.

Tenor.


Exaxiple rteble


The same sound, or unison: viz. middle C, is here represented by the Tenor Clef on the third space, and by the Trcble Clef on the first added line below.
§ 7\%. The teacher should here explain the difference between the male and female voices, showing that the latter naturally sing an octave higher than the former. In order to prove this, let him give out the middle

C, as a pitch, viz. $\square$ and require the Female voices to imitate him They will, in almost all cases, sing an octave higher, viz. Q
0 unless they have been already taught to distinguish between the two. To make it evident to them, that they do sing an octave higher, the teacher should require them to dwell upon the sound
$\qquad$ sings the whole scale, ascending. When he has done this, they
will perceive that he now sings the same sound with them, or that his voice is in unison with theirs. It is important that this distinction should be clearly and practically understood. See "Manual." Appendir for the teacher, chap. 37.
QUESTIONS.

Into how many classes is the human voice naturally divided? What are the lowest male voices called? Highest? What are the lowest female voices called? Highest? What part do boys sing? Which Clef is used for Tenor and Alto? When the Treble Clef is used for Tenor, does $\mathrm{i}^{*}$ signify G an octave higher or lower, than when used for Treble? What is the natural difference, or interval, between male and female voices?

## CHAPTER X.

chromatic scale.
878. Let the Teacher write the scale on the board, and review what was said in chap. 7, by asking questions similar to those found at the end of that chapter.

In writing the scale, leave room between the whole tone intervals for inserting the semitones.

EXAMPLE.

79. Between any two sounds, a tone distant from each other, as from 1 to 2, \&cc. another sound may be sung. Thus all the whole tones may be divided, and a scale be formed of semitones only, called the curomatic scale.
§ 80. The semitone between any two sounds, a whole tone distant, may be obtained, either by elevating the lower of the two, or by depressing the upper.
§ S1. In ascending, the semitones are usually obtained by elevation. The sign of elevation is made thus 井, and is called a sharp. A note thus elevated is said to be sharped.

The teacher may now introduce the sharped notes, so as to present the following example.

§ 82. In descending, the semitones are usually obtained by depression. The sign of depression is made thus $b$, and is called a flat. A note thus depressed is said to be flatted.

Exhibit the following example, in connexion with the other.

§83. In speaking of the altered notes (sharped or flatted) by numerals, we always say, sharp One, sharp Four, flat Six, flat Seven, Sic.; but in speaking of them by letters we say, C sharp, D sharp, E flat, 13 flat, \&e.
§ 84. A sharped note naturally leads upwards, or after a sharped note the ear naturally expects the next note above it; hence, the note above is always the guide to a sharped note.
§ 8.8. A flatted note naturally leads downwards; hence, the note below is always the guide to a flatted note.
§86. When a note is sharped, the syllable appropriated to it in solmization terminates in the vowel sound e-thus Do becomes, whell sharped, De; Kae becomes Re; Fa, Fe, \&ee.
§87. When a note is flatted, the syllable appropriated to it terminates in the vowel sound $a$ (as in fate)-thus, Do becomes Da; See Sa ; La (lah) Lay, \&c.
§88. When a sharped or flatted note is to be restored to its natura! sound, the following character 4 , called a natural, is placed before it. A natural takes away the force of a flat or sharp.
Note. The exercising of the school upon the chromatic scale must be iff to tho discretion of the teacher. Some attention to it is very important. For examples, and farther illustrations and remarks, see "Manual of Instruction in the Elemonts of Yocal Music."
If the Instruction has been thorougit thus far, thic school will now be able to eing air tunes in the key of $\mathbf{C}$, whose rhythmical construction is easy, without much aid from the tearhicr.
§ 89. In commencing to sing, as the school may now do, from a knowledge of the elementary principles of music, let them at first all sing in unison, a single part, say the Base, and then the Tenor and Atto, each, separately; afterwards these three parts inay bo united, and sung togcther, all the female voices singing Alto. It is highly important that all the female voices should be exercised much on the Alto; that they may have this practise, it is recommended that in the early exercise of the sehool, the Treble be altogether omitted. When the threc parts go well together, a part of the female voices may be required to sing the Treble. It is a very good plan to divide the Treble into two classes, and sometimes require one and sometimes the other, to sing the Alto. Experience proves that if the iovo tones of female voices ar, cuitivated and brought out, there is no difficulty in the exercise of the higher tones, afterward The best female singers always like to sing Second or Alto The careless and indolent are usually unwilling to sing this part.
$\$ 90$ As the pupils now begin to sing from a knowledge of the elementary principles of music, it is considered highly important that the teacher should not sing with them, or lead them on by the mere power of his own voice. Iet the school sing without his aid, and while they sing, let him always beat and describe the time. If a difficult passage occurs, let the oupils beat and describe the time, while the teacher sings the passage a $;$ it ought to be sung, over and over again if necessary; bit when they sing it, let it be without a teacher's voice to lean upon. If they can moi do iuis, they have not been properly taught, and inust begin again, if they ever hope to be set right.

## QUESTIONS

$W^{\top}$ hich of the intervals of the natural scale (Diatonic) may be divided? Ans. The whole tones. What is that scale called which is formed wholly of Semitones? In how many ways may the semitones be obtained? In ascending how do we obtain the semitones? What is the sign of elevation called? In descending how are the semitones obtained? What is the sign of depression called? Does a sharped note lead upwards or downwards? What note is the guide to a sharped note? What is the guide to sharp Four? sharp ' $w$ w? \&c. Does a flatted note lead upwards or downwards? What note is the guide to a flatted note? What is the guide to flat Sis? flat Three? \&c. When a note is sharped, with What vowel sound does the syllable applide to it terminate? What syllable is applied to sharp F cur? sharp Six? \&c. When a note is flatted, with what vowel sound does the syllable appropriated to it terminate? What syllable is applied to flat Three? Hat Seven? \&c. When a sharped or flatted note is to be restored, what character is used? What is the use of a natural?
If the teacher has brought before the school the subject contained in the latter part of $\$ 99$, in relation to the lower and higher tones of the female voiccs, he may find it uscful to question as foliows:

Which tenes of the female voice should be first cultivated? Which part are the lest female singers always willing or desirous to sing? Ans. Alto. Who are they who are unwilling to sing this part? Who in this school are unwilling to sing Alto? 'Those who are unvilling, hold up their hands.

## VUCAL MUSIC.

## CIIAPTER XI.

transposition of the scat.e.
§ Q1. In all our exercises, hitherto, we have takien $C$ as One of the scale, or as the key note, or tonic. When $\mathbb{C}$ ' is thus taken for Cne, the scale is said to be in its natural position, the natural key being that of C . But any other letter may be taken as One of the scale: and when this is done, the scale is said to be transposed. Thus, if $I$ be taken as Ons, the scale is said to be transposed to $D$, or to be in the key of $D$; if $E$ be taken as One the scale is said to be in $\mathrm{E}, \mathbb{\&} \mathrm{c}$.
§ 92 In the tranposition of the seale, care must be taken to preserve the relative order of the tones and semitones; i. e. from three to four, and from seven to eight, must always be semitones, and the rest whole tones. whatever may be the key.

## key of G: first transposition by sharps.

The teacher writes the scale in C , on the upper staff, on the board, and says:
§ 93 . We will now transpose the scale to $G$, or take Five of the $C$ scale as One of a new scale.
He writes the scale, beginning with $G$, on the lower staff, directly under the $\mathbf{C}$ scale, and then savs:
§ 94. We will now proceed to examine the $G$ scale, and see if the semitones are right.
Note. In order to find out the proper interval from one sound to another, in the scale in any whole must examine it by numprals ! thus. from 1 to 2 must he a whole tone, from 2 to 3 a from one sound to another, we must examine it by letters: thus, from $B$ to $D$ is a whole tone, sc

## examination.

Ques. What must be the intervia from 1 to 2? Ans. A tone.
Ques. What is the interval from $G$ to $A$. Ans. A tone.
Pointing at the same time to the letters on the $C$ scale.
Thus we see the first interval is right
Ques. What must the interval be from 2 to 3? Ans A tone.
Ques. What is the interval from A to B? Ans. A tone
Pointing as before.
Ques. What must the interval be from 3 to 4? Ans. A semitone
Ques What is the interval from B to C? Ans A semitona

Ques. What must the meterval be, from 4 to 5? Ans. A tone.
(Vues. What is the interval from C to D? Alus. A tone.
(Ques. What mist the interval be, from 5 to 6? Ans. A tonc.
Ques. What is the interval from D to E? Ans. A tone.
Ques. What mist the interval be, from 6 to 7? Ans. A tone.
Ques. What is the interval from E to F? Ans. A semitone?
The teacher now observes: Since the interval from 6 to 7 must be a tone, and since, from E to F, the intcrval is but half a tonc, we must sharp F , in order to preserve the proper order of the intervals in the scale of G. He writes a sharp before $F$, and pointing asks,

Ques. What letter is 7, now? Ans. F sharp.
Aever allow the pupils to say $F$, for $F$ sharp, or $C$, for $C$ sharp, \&cc. He proceeds:
Ques. What must be the interval from 7 to 8? Ans. A semitone.
Ques. What is the interval from $\mathrm{F} \#$ to G ? Ans. A semitone.
§ 95 . The teacher observes, In transposing the scate to $G$, we have found one sharp necessary, viz. before F. Instead of writing this sharp before every $\mathrm{F}^{\prime}$ which may occur in a piece of music in this key, it is placed once for all, at the cominencement of the piece, on the letter altered. It is then called the sigvature of the key. Thus one sharp, or $\mathrm{F} \#$ \# is the signature of the kcy of G . When there is neither flat nor sharp in the signature, it is said to be natural: it is then the signature to the key of C.
§ 96 A sharp or flat in the signature, affects all the notes on the lelter on which it is placed; not only those which arc written on the same degree of the stafl, but also those which are written an octave higher or lower.
§ $9 \%$. The seale being now transposed, the numerais and syllables applied to it, have all changed their places; but the letters remain as before, with the exception that $\mathrm{F} \#$ is substituted for F .
$\$ 68$. In the transposition of the scale from C to $G$, it is carried a fifilh higher, or a fourth lower Thus, a fifth abore is the same thing as a fourth below.

## Explain and illustrate. <br> QUESTIONS.

When the scale is in its natural position, what letter is Onc?
Where any other letter than C is taken as One, what is said of the scale? Ans. It is iransposcd.

In transposiug the seale, of what must we be paticularly careful? Ans. The orter of the intervals.
In transposing the scale to $(x$, what sound is it necessary to alter? Ans. Four. What must we do to it? Ans. Sharp it. What does the sharp fourth become in the new key? Ans. Seven.

What is the siguature to the key of G ? Ans. F . Why is $\mathrm{F} \neq$ necessary in the key of $G$ ? Ans. To preserve the relative order of the intervas

What is the signature to the key of C. Ans. Natural.
How much higher is the key of $G$ than that of $C$ ? How much loter is the key of G than that of C ?

Nork. Tunes in the key of $G$, whose rythnical construction is not too difficult, may now be introduced and practised as at $\$ 89, \$ 90$.

$$
\text { key of } \mathrm{D} \text {; second transposition by sharps. }
$$

§ $\mathbf{9 9}$. The key of $D$ is cxamined in connexion with that of $G$, in the samc manner as was $G$ with that of $C$. A new sharp will be found necessary, viz: on C, which having been found as before, the teacher removes it to the signature, and then prescnts to the school the key of D with two sharps.
Note. The first transposition is so minutely dctailed that it is not suppnsed to be nccessary to be particular hicre; the teacher will immediately be able to proceed in this case as in that He cannot bc too careful to have evcry thiug tlioroughly understood.

## QUESTIONS.

In transposing the scalc from G to D , what sound must we alter? Ans. Four. What must we do with it? Ans. Sharp it. What does the sharp fourth become in the new key? Ans. Seven. What is the signature to the key of D? Ans. Two sharps. What letters are sharped? Ane. F and C. Why are these sharps necessary in the kcy of D? Ans. To prescrve the proper order of tones and semitones in the scale. How much higher is the key of $D$ than that of G? How much lower?
Tures in the key of D may now bc introduced.
key of A; third thansposition by silarps.
8100 . Fxamine the key of $A$ with that of $D$; and investigate the scale by the same process as before
Questions, after the same manner as at §§ 99
Iritroduce tunes in A

## ELENENTS OF VOCAL MUSIC.

§ 101 . It will be percerved that if the tifn of any key, natural, or with sharps in the signature, be taken, as one of a new key, a new sharp must he introduced, viz: on the fourth: which sharp fourth becomes the seventh in the new key.

## key of E; fourth transposition by sharps.

\$ 102 . Examine the key of $E$ in connexion with that of $A$ ? ara oroceed as before.
Questions after the same manner as at §99. Sing tunes in E.
§ $\mathbf{1} \mathbf{8 3}$. It is not necessary to proceed further in the transposition of the scale by sharps; as others very seldom occur.

## CHAPTER. XlI.

hey of F; first transposition by flats.
§ 10 . In the transposition of the scale, we have hitherto always taken five as one of a new key; we will now take four as surch.
§ 0 . The teacher writes the C, scale on the upper staff, and the F 'scale (without the signature) below it, and investigates as before. It will be found that from three to four is a whole tone; and a flat must be introduced on seven, of the $C$ scale, on $B$, in order to preserve the relative order of tones and semitones in the new key of $F$.
§ O6. The teacher may explain in relation to this transposition after the same manner as at §̧ 95.
$\oint 07$. In the transposition of the scale from C to F , it is carried a fourth higher, or a fifth lower; thus a fourth above is the same as a fifth belorc.

## QUESTIONS.

In transposing the scale from C to F , what sound must we alter? Ans. Seven. What must we do with seven? Ans. Flat it. What does the flat seventh become, in the new key? Ans. Four. What letter is seven, in cie key of C? Ans. B. What letter is four in the key of F. Ans. B b. What is the signature to the key of F ; Ans. One flat What letter is
flatted? Ans. B. Why is B b necessary in the key of F? How much higher is the key of F than that of C ? How much lower?
Tunes in F may be introduced.
key of $B$ b, second transposition by flats.
$\$ 108$. The fourth from $\mathrm{F},(\mathrm{Bb}$,$) is taken as one; and the scale$ investigated as before. They will find that $E$, the seventh in the key of $F$. must be flatted.
Guestions as at ì 107. Sing tunes in Bb.

$$
\text { ZEY OF E } b \text { : THIRD TRANSPOSITION BY FLATS. }
$$

§ $\mathbf{1 0 9}$. In examining the scale in Eb, it will be found necessary to flat $A$

Questions after the same manner as at $\oint 107$.
§ 110 . If the fourth of any key (natural, or with flats in the signature) be taken as one of a new key, a new flat must be introduced, viz: on the seventh; which flat seventh becomes four in the new key.
Introduce tunes in Bb .

## key of Ab; fourth transposition by flats.

§ $\mathbf{1}$ 1 $\mathbf{1}$. In examining the scale in $A b$, it will be found necessary to flat D.
Questions after the sime manner as at § 107. Sing in Ab.
§ 112. Further transposition by flats is unnecessary. Others, however, nay be exhibited and explained, if the teacher thinks proper. For further remarks and illustrations see "Manual."

## CHAPTER XIII.

## modulation into relative keys.

§ $\mathbf{1}$ 责 3. Preparatory exercises.

1. The scholars sing the C scale; then nssume Tico as One of anotner scale, which they also sing through; then Three; then Four, and so on. A scale is formed upon each, as far as the voice extends.
$\stackrel{9}{\sim}$ They take Eight, Seren, Six, \&c. as Five, and complete the scale, ascending and descending.

## ELEMENTS OF VOCAL MUSIC.

1. Sumilar exercises should be practised, until the scholars can immediately take any sourd which is given them, a:ad consider it as any other sourd, and from that form the scale, upwards or downwards.
§ 114 . When, in a piece of music, the scale is transposed, such change is called modulation.

> FIRST MIODOLATION, OR FROM ONE TO FIVE.

From C to G.
§ 115 . What is the signature to the key of C?
What is the signature to the key of $G$ ?
What is F 并 in the G scale? Ans. Seven.
To what does F \# lead? Ans. To G.
§ 116. F\# is the note of modulation from the key of $C$ to that of G . The sharp fourth is always tho note of modulation from any key to its fifth.
(Ruestions. What is the note of modulation from C to G ? From D o A? From $A$ to E? From $F$ to C? \&c.
§117. When modulation occurs, the melodic relations of the sounds, and often the syllables, applied in solmization, must be changed according to the new key.
§ 118 . When a modulation occurs from $C$ to $G, C$ appears no longer as One; but, according to the G scale, as Four; A as Two; D as Five, \&cc.

## EXAMPLE


§ 1 19. nule 1. If several notes, on the same degree, occur before the note of modulation, the change is most conveniently made on the last.
See the above Example, where the second note on D is changed to 5.
$\S 120$. RULE 2. If no two notes, on the same degree, precede the note of modulation the change should be made on a note somewhat longer than the rest
[в. 4. с.--3]

Examptie.

§ $\mathbf{1} 21$. rule 3. If long notes are not to be found on which the change can be made, we must quickly regard the sccond or third note, before the note of modulation, as belonging to the coming key.

EXAMPLE.


Note. The teacher will be able to point out numerous examples, as they occur in almost every piece of music.

> SECOND MODULATION, OR FROMC TO F.
122. What is the signature to the key of C ?

What is the signature to the key of F ?
What is $\mathrm{B} b$ in the F scale? Ans. Four.
§ $\mathbf{1 2 3}$. Bb is the note of monulation, from the key of C to that of F . The flat seventh is always the note of modulation from any key to its fourth.

Questions. What is the note of modulation from C to F ? From F to Bb ? From G to C? \&c.
§ $124 . \quad$ Sce § 117.
§ 125. When a modulation occurs from C to $\mathrm{F}, \mathrm{C}$ appears no longer as $\mathrm{O}_{n e}$; but, according to the F scale, as Five, $D$ as Six, \& $\varepsilon$ example.

§ 126 Rules tne same as at $\$ 119,120$ and 121.
\$12\%. These two modulations are the most common. It is not thought necessary to speak of others in this place. Further remarks may be found in the "Manual."
§ 128. In such changes as usually occur in Psalmody, extending only to one or two measures, it is not advisable to make any change of syllables, but merely to alter the termination of the note of modulation; but in longer pieces, or where the change is continued for some time, not only that part which has the note of modulation, but also the other parts, should adopt the solmization of the new key.

## QUESTIONS

When the scale is transposed, what is such change called? What is the most common modulation? Ans. From One to Five. What the next? Ans. From One to Four.

When inodulations occur, what must be done with the syllables? Ans. Changed according to the new key.

## CHAPTER XIV.

## MINOR SCALE

129. Hitherto we have sung semitones between Three and Four, and between Seven and Eight, and this is the order in which they must always occur in the natural scale. But there is another scale, not natural, but artificial, in which the semitones are differently placed.

> Example.

Minor Scale.
Ascending.

$\$ 120$. The teacher should sing the minor scale slowly, carefully and repeatedly, until the pupils can tell him what sound he flats in ascending,
nd what sounds he flats in descending; and where the semitones occur-
§ $\boldsymbol{H}$ B. In ascending (Minor scale) the third is flatted, in descend. ing, the seventh, sixth and third are flatted.
§ $\mathbf{1}$ 32. In ascending (Hinor scale) the semitones occur between Two and Three, an! Seven and Eight; in descending, between Six and Five, and Three and Two.
§ $\mathbf{1 3 3}$. This scale is called the minor scale, or mode, (by the Germans moll, soft) because it moves on more softly and gently than the other which we have hitherto practised, and which is called the MAJOR Scale, or mode, (by the Germans, Dur, hard.)

See "Manual." \$ 449.
§ 134. Instead of maiking the flatted sounds of the Minor $C$ scale, one by one, with flats, as in the above example, we mark them in the signature.

## EXAMPLE.


§ $\mathbf{1 3 5}$. As Six and Sceven are not flatted in ascendirg, we are now obliged to alter these two sounds from the signature, by the sign of elevation; in this case a natural.
§ 1 ?36. It will be perceived that $\mathrm{E} b$ Major, has the same signature as C Ninor, viz: three flats.
§ 1 3\%. Every Minor scale has the same signature as the Major scale, which is based on its third. Hence, these two are said to be related. C Minor is the relative Minor of E b Major; and E b Major is the relalive Major of C Minor.
§ 1 B8. The letters and syllables are the same in the relative modes, but the numerals are changed. Thus, the syllable Do is applied to Eb in both cases, although it is One in the Major, and Three in the Ninor mode.
§. 1 139. If the signature is thrce flats, the music may be either in E b Major, or C Minor. In which of the two it is, however, can only be knowb
by an esamination of the scale or chords, or by the ear, which, when practised, innediately distinguishes the one from the other.
§ 110 . If the Minor scale is practicalty understood in C , it will be ensy to transpose it to any of the other letters. Some of the most common Minor modes should be written upon the board, examined and practised QUESTIONS.
In the ascending Minor scalc, what sound is flatted?
In descending?
In the asecnding Muor seale, where is the first semitone?
Ans. Betwcen Two and Three. Where the second?
In descending, where is the first semitone found?
Ins. Between Six and Fivc. Whare the second?
What two sounds of the ascending Minor scale must be altered from the Signature? Ans. Six and Scven. What must be done to them? Ans. They must each be raised a semitone.

What is the re!ative Major scale to C Minor? To D? To E?, \&c.
What is the relative Minor seale to C Major? To G? To D?, scc.
What syllable is applied to One in the Major mode? In the Minor?, \&ce.
Which node is the most common, Major or Minor? Ans. Major.
Which is the most brilliant or lively? Which is the most mournful? Which best expresses joy or praise? Which best expresses sorrow, grief, penitenec?

## CHAPTER XV. intervals.

§ 141. We have hitherto spoken of the intervals of a tone and semitone, but there are also other intervals, viz. Seconds, Thirds, Fourths, Fifths, \&c.


Notr. Although the Unison is not strictly an interval, yet, in the theory of musc, it is spoken of, and Ireated as one.

3. Thirds.

5. Finth.


Sevenths.


Quistions. What is the interval from One to Two culled? From Two to Three?, \&c. From One to Three?, \&c. From Onc to Four \&c. \&c 142. Major and Minor intervals.

Seconds. A second, including a semitone, is called a minor second: a second, including a whole tone, is called a major second.
Note. The teacher writes the scale on the board, points and questions:
What is the second from C to D ? Ans. Major. From D to E? Ans. Major. From E to F? Ans. Ninor, \&c.
'Thirds. An interval, including a tone and a semitone, is called a minor third ore including two tones is called a major third. Questions as before.

Fourths. An interval, including two tones and a semitone, is called a perfect fourth: one including three tones, a sharp fourth. Questions as before.

Fifths. An interval, including two tones and two semitones, is called a flat fifth: one including three tones and a semitone, a perfect fiftli. Illustrations and questions.

Sixths. An interval of three tones and two semitones, is called a minor sixth: one of four tones and a semitone, a major sixth. Questions, \&c.

Seventes An interval of four tones and two semitones, is called a flat or minor seventh: one of five tones and a semitone, a sharp or major. seventh. Questions.

Octaves. All the octaves are equal, including five tones and two scmitones.
$\S$ 4 43 . If the lower note of any minor interval be depressed, or the upper one elevated, the interval becomes major.
§ 144. If the lower note of any major interval be elevated, or the upper one depressed, the interval becomes minor.
§ 14.5. If the lower note of any major interval be depressed, or the upper note elevated, there arisesasuperfluousorextreme sharp interval.
§ 146 . If the lower note of any Minor interval be elevated, or the upper note depressed, there arises a diminished, orextreme flat interval.
For further examples and illu'rations, see "Manual."

## CHAPTER XVI.

passing and sfincorated notes, and miscellaneuts characters.
§ $\mathbf{1} 47$. Passing notes. When notes are introduced which do not properly belong to the harmony or chord, they are called passing notes.
§ 1 是8. When passing notes follow the cssential notes, they are called after notes.
$\S$ 19. When passing notes precede the essential notes, they are called appogiatures.


Performed

§ T50. Syncopated notes. When a note commences on an unaccented, and is continued on an accented part of a measure, it is called a syncopated note.
$\S$ T51. Pause. When a note is to be prolonged bcyond its usual time, a character called a pause is placed over or under it. Ex: $?$
§ $5 \mathbf{1} \mathbf{1} 2$. Staccato. When singing is performed in a short, pointed and articulate manner, it is said to be staccato. EXAMPLE.

§ $\mathbf{1} 53 . L$ Legato. When singing is performed in a smooth, gliding manner, it is said to be Legato.
Note. The distinction between Staccato and Legato is very important, and should be well and practically understood.

## ELEMEMTS OF VOCAL MHSIC.

§ 15 -1. Tif. A character colled a Tre is used to show how many notes are to be sung to one syllable. The same character is often used to denote Legato style. Example.
§ 15.5 . Repeat. Dots across the staff require tho repetition of certain parts of tho piece.

EXABIFLE

Question on this Chapter.

## CHAPTER. XVII.

## chords.

§ 156 . When two or more sounds are heard together, such combination is called a chorn: if agreeable to the car, it is called a consonant chord, or a concorn, if disagreeable to the ear, it is called a dissonant chord, or a discond.
§ $15 \%$. common chord. A chord consisting of One, Three and Five, to which, Eight may be added, is called a commor chord, or mirect common chord: if the thirl be Major, it is a major chord, if Minor, a mivor chord. See example A.
§ 158. inversion of chords. When the natural position, or relative situation of the sounds constituting the common chord, is changed so that Three cr Five is lower than One, the chord is said to be inverted. See examples B and C.
§ 159 . chord of the sidtin. In the first inversion of the common chord, the Third is taken as the Base, or as the lowest sound; it is then called the "chord of the Sixth." The Base note is figured 6. See example B.
§ 160. chord of the sixth and fourth. In the second inversion of the common chord, the Fifth is taken as the Base, or as the lowest sound; it is then oalled the "chord of the Sixth and Fourth" The Base note is figured: See example C.

chord of the seventin. A chord consisting of a Base, its Third, Fiyth, and Seventh, is called a "chord of the Seventh." This chord is most frequently based on the Fifth. It is then called the vomnant seventif. It is figured 7. Example 1).
§ $\mathbf{1 6 2}$ chord of the sixthasd fiftal In the first invelsion of the chord of the Seventh, the Third is taken as the Base or lowest sound. It is then called the chord of the "Fifth and Sixth," and is figured ${ }_{5}^{8}$. Ex. E.
§ 163 . chord of the fourth and third. In the second inversion of the chord of the Seventh, the Fifth is taken as the Base or lowest sound. It is then called the chord of the "Fourth and Third," and is figured ${ }_{3}^{4}$ or ${ }_{9}^{\xi}$. Example F.
§ $\mathbf{1}$ 64. chord of the fourth and second. In the third inversion of the chord of the Seventh, the Seventh is taken as the Base or lowest sound. It is then called the chord of the "Fourth and Second" and is figured ${ }_{2}^{4}$ or ${ }_{4}^{6}$. Example G


S 65. The chord of the Seventh, is naturally followed by the com-l mon chord. See quarier notes in the above example.
$\S$ E66. A knowledge of these two chords, viz: The common chord, and the chord of the Seventh, with their inversions, lies at the foundation of musical science, and although not essential to correct performance, is desirable, and cannot fail to afford great advantages to the mere performer, as well as to the teacher. See "Manual."

I'o those who wish to pursue the study of the science of music, the following works are recommended, viz :
"First steps to Thorough Base."
"Eurrows' Thorough Base Primer."
"Catel's Treatise on Harmony,"
"Porter's Musical Cyclopedia."
"Callcott's Musical Grammar."

## PART III. DYNAMICS.

## CHAPTER XVIII.

§ $\mathbf{1 6 \%}$. Musical sounds may be either soft or loud. From this fact, in the nature of inusical sounds, arises the necessity of the third department in the elements of inusic, ealled dynamics, which treats of the force or strength of sounds.
§ $\mathbf{1} 8$. A sound, be it loud or soft, must still be of a good quality. It must never be so soft, or so lond, as to injure the quality of tone.
dynimic negrees.
§ 169 . mezzo. A sound produced by the ordinary exertion of the 0 ogans, is a medium or middle sound; it is called mezzo, and is marked $m$.
§ 170 . PiANo. A sounci produced by some restraint of the organs, is a soft sound, it is called pravo, (pronounced peano) and is marked $p$.
$\S$ IT1. Forte A sound produced by a strong or full exertion of the organs, is a loud sound; it is called forte, and is marked $f$.
§ 2. Mezzo, Piano and Forte, are Italian words, which, by long usage, have become technical terms in music, and are used by all nations.
§ 173 . Applications of the three principal Dynamic degrees to the scale.

§ $\mathbf{1 7} 4$. pianissimo. If a sound is produced by a very small, but careful exertion of the organs, softer than piano, yet so loud as to be a good audible tone, it is called pianissimo, (pronounced peanissimo) and is marked $p p$.
§ 17.5 Fortissimo. If a sound is delivered with a still greater exertion of the organs than is required for Forte, but not so loud as to degenerate into a scream, it is called fortissimo, and is marked ff.
§ 176 . The five Dynamic degrees, applied to the scale:


See further exercises, \&cc. in " Manual."

## CHAPTER XIX

## dynam:c tones.

§ 177 . organ tone. A tone which is commenced, continued and ended with an equal degree of force, is called an organ tone.
Note. The organ tone should be exclusively practised in the first stages of a musical education. It is d.fficult to acquire a firm, steady, equal tone. Until this is acquired the pupil should not attempt any other Dynamic tone.
§ 17 . crescendo. A tone commencing soft and increasing to loud, is called a crescendo tone; and is marked cres. or _.
§ 179 , diminuendo. A tone commencing loud and gradually diminishing to soft, is called a diminuendo tone; and is marked dim. or $\longrightarrow$.
§ 180 . swell. A tone consisting of an union of Crescendo and Diminuendo, is called a sweleing tone, or a swell. It is marked $\qquad$
§ 181 . Crescendo, Diminuendo and Swell, are not onlv applied to individual tones, but also to passages m music Sing the scale in Crescendo, Diminuendo and Swelling tones.

## ELEMENTG OF VUCAB MUSIC.

3 182. pressure ronf. of a sugle short sound is sung with a rery sudden, furcible crescendo. or swell, there arises the pressure tone. Marked $<$ or $\bigcirc$. It is often applied to syncopated passages.
183. Explosive tone. A single short somid which is struck suddenly, with very great force, and instantlv diminished, is called an explosive rone. It is marked $>$, or $f z$. (forzando,) or $s f$. (sforzando.)
Practisc the explosive tonc to the syllabic Hah, as in the following example.


The practisc of this tonc is calculated to give great power and strength to the voice.
§ 184. Expresston. The proper applieation of Dynamies to musie, constitntes essentially that which is usually called expression. Dynanics should be much practised; no other exercises have such a vowerful tendency to bring out, strengthen and improve the voice.

See • Manual; for more particular instructions.

## CHAPTER XX.

F:Kl:ression of words, in connexion with solinds, and mi iceblaneous directions
§ 1 S5. Besides the dynamic desiguations of the last ehapter, vocal expression depends essentialiy on Artieulation, Accent, Pause and Emphasis.
§ $\mathbf{1 8 6}$. rowel sounds. The vowel sounds only sltould be sustained in singing. It is onthese alone that the voice should dwell. They should be delivered with aceuracy, and carefully prolonged, without being changed. To insure this, the organs of sound should be immovably fixed from the beginning to the end of a sound; not the least change should be allowed in the position of the lijes, teeth, tongue or throat; nor indeed of the head or body.
It is a rery common fault for singers to change the vowel sounds, and dwell not on the radical or principal sound, but on the vanish or closing sound : thus $a$ becomes $c ;$ o, oo; sc. In the changes it to $e$, and that which should be grea . . . . t , becomes grea - e . .... - t ; so aso in the syllable applicd to 'two-let it be Rz . . . e and not Ra - e....
§ 187 consonants. Articu'ation is almost enturely dependant on the consonants. 'These shoutd, therefore, receive very particular attention, and be delivered or articulated very quickly, smartly, forcibly, distinetly, and with the greatest precision. 'The neglect of a careful utterance of the consonants, is a principal canse of indistinctness in singing.
§ 188 . Accevit. Accent is as important in singing as in speaking. If the poetry be regnlar in its construction, and is prob,erly adapted to the music, the accentuation of the two will correspond. !f otherwise, that of the former must, in general, be attended to, and the musical aecent made to conform to it.
§ $\mathbf{1 8 9}$. rause. Pauses, both graminatical and rhetorical, are also essential to good singing. In general, when necessary, they must bo obtained, not by a pause in the time, the computation of which should be regularly carried on, but by shortening the preceding note; as in the following example, viz:

Written.


Joy to the world-the Lord is come ! Joy to the world-the Lord is come!
§ $\mathbf{1 9 0}$. empinasts. Emphatic words slonuld be given with a greater or less degree of the explosive tone (sf.), without reference to rhythmeal aecent. In common psalmody its application is often very difficult, from a want of a proper adaptation of the poetry to the music, or appropriateness of one to the other. The effect of emphasis may often be increased by a momentary pause.
§ $\mathbf{1 9 1}$. opening of the mouth. The mouth should in general be so far opened as to admit the end of the fore finger freely between the teetl. Singers do not usualiy open their mouths suffieiently wide to give a tree and full passage to the sound.
§ 132 . taking breath. (1) In taking breath make as little noise as possible.
(2) Let it be done quickly, and withoui any ehange in the position of the mouth.

## Clements gr vocal music.

(3) Never breathe between the diferent syllables of the samo word.
(4) When several notes come together, to one syllable, do not breathe between thein, except in long running passages, or divisions where it cannot be aroided.
(5) Words which are intimately connected in sense, as the article and its noun, or the preposition and its noun, should not be seprarated by taking breath.
(6) The practise of breathing at a particular part of the measure, or of rhythmical breathing, should be avoided.
(i) Take breath no inore frequently than is necessary.
(8) Exercises on the explosive tone ( $f \approx$.) will greatly assist in acquirmg the art of taking breath.
§ $\mathbf{l}^{\mathbf{1} 93}$. vuality of rone. The most essential qualities of a good tone are purity, fulness, firmuess and certuinty.
(1) A tone is pure, or clear, when no extraneous sound mixes with it; mpure, when sometling like a hissing, screaming, or huskiness is heard. mpurity is usually produced by an improper position of the mouth.
$(\mathcal{q})$ A tone is fois, when it is delivered in a free and unconstrained use of the appropriate organs of sound. A tone is fant when it is produced by a careless or negligent use of the organs.
(3 and 4) A tone is firm and certain, which, being correctly given, is held steadily, without change: and which seems to be perfectly under the control of the peiformer. Hence the following are faults, viz:
(1) Striking below the proper sound and sliding up to it, as from Fire to Eight, \&c.
(2) A wavering, or trembling of the voice.
(3) A change just at the close of the tone, produced by a careless retaxation of the organs, which should always be held firm and inmovable in their proper position until the sound ceases.
§ T T. To conrect favits. Whenever the teacher discovers a fault, let hin first initate it himself, and afterwards give the true style of performance; then let him require the pupils to imitate both the bad and the good example. It is not sufficient for the teacher to say that a cerIan lault exists, he mist actually point it out, or exhibit it by his own performance, and this over andover again, until the pupils obtain a clear perceprion of it, and know both how to produce it, and how to avoid it.
$\$$ 碃. Ln all vocal pertormance attend to the shirit of the words.

Enter into those emotions which are expressed by the poetry. Avoid a dull, heavy, unmeaning, unfecling, automaton-like style of performance, and cultivate that which comes from the heart, which is energetic, which has some soul, some meaning, and which is appropriate to the circumstances and to the ocasion. The composer does but furnish the mere skeleton, and it depends upon the performer to say whether that inanimato form shall live, and breathe, and move so as to take deep hold of the affections and control the feelings of others, thus producing the effects for which music is designed, and for which it is so admirably adapted.

## CONCLUDING RENARKS.

Modf of instruction. It is not considered necessary that the foregoing instructions should be committed to memory and recited by the prpils ; they are rather intended as a means of fixing the method of procecding fully in the mind of the teacher; or as a text for nim, the subjects of $\because$ lich, are to be brought before the school in familiar lectures, and stated, ex. plained, and illustrated according to his discretion. Should any teacher, however, prefer the planed, and ilustrated according to his discretion. tions which he wishes them to commit, distinguishing them from these which are more partictions which he wishes them to commit, distinguishing them from those which are mor
ularly intended as mere directions to the teacher, and which will readily be perceived.

BLack soart. The teacher will need a Black Board, with iwo stafis drawn across it. A eonvenient size is found to be, say about six fect long and twn and a half feet wide. The lines of the staft to be painted white, and about an inch apart. The board should be placed back of of the staft to be painted white, and about an inch apart. The board should be paced back of
the teacher, and in such a position as that when the pupils face him they will have a full view the teacher, and in such a position as that when the pupils face him they will have a full view
of it. With common chaik (propared or rcfined is better) he should write the examples, of it. With common chaik (prepared or rcfined is better) he slould write the examples,
rhythnical, melodic, and dynanic by way of illustration aad for practise. He should always rhythnical, melodic, and dynanic by way of illustration and for practise. He should always
go on the principle of teaching one thing at a time, and not proceed until each lesson is ungo on the principle of teaching one thing at a time, and not proceed until each lesson is un-
derstoud. A small light rod or stick. two or three feet long, will be found convenicnt for derstoud. A small light rod or stick. iwo
pointing to the board, and for beating time.
Singing by rote, In the hrst commencement ol a school it is very desirable to introduce immculately, singing by rote. Its advantages are,
1st. It afiords variety and gratifies the pupils
2 d . It has a tendency to improve both the rap and the voice
3d. It gives the teacher an opportunity to correct numerous faults, as it respects the delivery of the voice, quality of tone, and style and manner of perforinance.
Singing by rote mav profitably occupy, perhaps, at different intervais, a quarter of the tine devoted to the lirst sis, or perhaps twelve, lessons; after which, the purils will have made 80 much progress as to be able to sing from a knowledge of the elementary principles of music; when they have once arrved at this point, singing by rote and by words should be given up entirely. and singing from a knowledre of clenmentary principles, in the use of the syllables of solmization, slould he substituted for it.
Fisativ. It aust not be supposed that vocal music can be taught in a few lessons. or in a short t:me. It is at lcast as dificult to acquirc a pactical knowledge of singing, as it is to acquire a practical knowl-dge of Latın or Greck, or any modern languace, and indeed much more so: for, while one depends alimost exclusively on intellectual apolication and exertion, the othe: depeuds essentially on the cirtivation of taste. and of those faculties which ean only be gradually improved by an industrious, patie and persertring conrse of pre*ist.

## THE

## BOSTON ACADEMY'S

## 



## DANVERS．I．MI．



3．Through each bright world adove，behold Ten thousand thousand charms unfold ：Earth，air，and mighty seas combine，To speak his wis ．dom all divine．


WATSCN．世值。

## $2 d$ cnding．



3．Blest are the meek，who stand afar From rage and passion，noise and war；God will secure their happy state，And plead their cause against the great．



7．Blest are the men of peaceful life，Who quench the coals of growing strife；They shall be called the heirs of blizs，The sons of God，the God of peace．


## IPSWICH．L．M．［Chant．］



1．Zion，awatre ！thy strength renew，Put on thy robes of beauteous hue；Church of our God，arise and shine，Bright with the beams of truth divine ！
有 $\sigma$－$\sigma$ 。


 －ロニーニー

2．Soon＇shail thy radiance stream a－far，Wide as the heathen nations are．Gentiles and kings thy light shall view ：All shall adinire and love thee too．


COSTELHOW．L．M．
Costellow．
（\＄2＊


2．While God invites，how blest the day！How sweet the gospel＇scharming sound！meome，sinners，harte，oh，haste away，While yet a pardoning God is found．




HEYDEN. I.M.


1. E - ternal God, ce - lestial King, ex - alt - ed be thy glo-rious name; Let hosts in heaven thy praises sing, And saints on earth thy love proclaim,


Awake my tongue-awake my lyre, With morning's earliest dawn arise:
To songs of joy my soul inspire,
And swell your music to the skies. 4
With those, who in thy grace abound, To thee I'll raise my thankful voice ;
While every land-the earth around, Shall hear-and in thy name rejoice. 5
Eternal God, celestial King,
Exalted be thy glorious name;
Let hosts in heaven thy praises sing,
And saints on earth thy love proclaim.
Chureh Psalnody, Ps. 57. 46/ PL


MIRION. L. M.


1. ' I Arise! arize! with joy survey The glo-ry of the latter day : Al-read
is the dawn be - gun Which marks at hand a rising sun-Which marks at liand a rising sun!

2. f Auspicious dawn! thy rising ray With joy we view, and hail the day: Great Sun of Righteons:ess! arise, And fill the world with glad surprise, And fill the world with glad surprise.


[^0]


# WHETELAND. L.M. 




## PUTMAN. L.M.




## BREWER. I.II.




## TRENTON. K. .M.

W. Shicld.
$2 d$ ending.


1. Ye nations round the earth, rejoice Before the Lord, your sovereign King; Serve him with cheerful heart and voice, With all your tongues his glory sing.


2. Enter his gates with songs of joy, With praises to his courts repair; And make it your divine employ, To pay your thanks and honors there.
(232

## WINSLOW. L. M. [Double.]

 (6)

Thy praise, 0 God, shall tune the lyre, Thy love our joyful song inspire; To thee our cordialthanks be paid, our sure defence, onr constant aid. (玉~

 Why then, cast down-and why distressed? Aad whence the grief that Gills our breast? In God we'll hope-to Grod we'll raise Our song of gratitude and praise.


## 38

## LOWELE. E. M.



## St. PAUL's. L. M.

Dr. Green.

2. The Lord is God-'tis he alone Doth life, and breath and being give : We are his work, and not our own, The sheep that on his pastures live.


4. PThe Lord is good-the Lord is kind; $\mathcal{G}$ Great is his grace, his mercy sure ; And all the race of man shall find IIs truth from age to age endure.




2. Now may we say-Our God, thy power Shali be our fortress, and our tower! We, that are formed of feeble dust, Make thy almighty urm our trust.


## APPLETON. L. M. [Chant.]




## WAYNE. R. VI.



## CLYDE. L. M. [Chant.]

$\left(\begin{array}{ll}\text { (4) Give to our God immortal praise ; Miercy and trath are all his ways; Wonders of Grace to God belong, Repeat his mercies in your song. }\end{array}\right.$ (9-2-1

2. He built the earth-he spread the sky, He fixed the starry lights on high : His mercies ever shall endure, When suns and moons shall shine no more.







## 44

St. PEMTER's. L. M.
Harwood.



2.-Who knows the wonders of thy ways? Who shall fulfilthy boundless praise? Blest are the souls that fear thee still, And pay their du - ty


CARMEL. L. 趽.
L. Mason


## CRANSTON. L. M.

1I. G. Ningeli.


## LUR. L. M. [Chant.]

- End here-or repeat the last line.


2. The Lord proclaims his power aloud Through every ocean, every land; His voice divides the watcry clouk, And lightenings blaze at his cornmand.


3. The Lord sits sovereign on the flood, O'er earth he reigns forever king; But makes his church his blest abode, Where we his awful glo - ries sing.


## DUNSTAN. L. M,

Madan.



## HINGHAMI L. M.

## 

2. Sweet is the day of sacred rest-No mortal care shall seize my breast; Oh may my heart in tunc be found, Like David's harp of solemn sound, Like David's harp of solemn sound.

 3. $m / \mathrm{My}$ heart shall triumph in the Lord, And bless his works-and bless his word: Thy works of grace-how bright they shine! How deep thy counsels-how divine! How deep thy, \&e


## POMERET. L.M.


2. Thy walls are strength-and at thy gates A guard of heavenly warriors waits; Nor shall thy deep foundation move, Fixed on his counsels and his love, Fixed on his counsels and his love




## ROCKINGHAM. L. M.





CYPRUS.* L. M. [Chant.]


1. Ye Cbristian heralds, go, proclaim Salvation in Immanuel's name; To distant slimes the tidings bear, And plant the rose of Sharon there, And plant the rose of Sharon there
 \{ 2. He'll shield you with a wall of fire, With holy zeal your hearts inspire; $=$ Bid raging winds their fury cease, pAnd calm the savage breast to peace, And calm the savage, dic 3.mAnd when our labors all are o'er, Then shall we meet to part no more; - Meet-with the blood-bought throng to fall, $f$ And crown our Jesus-Lord of all, And crown our, dec.


TALLIS, EVENING HYMN.



GOLAN. L. II.


1. $4 \mathcal{O}$ Thou, that hear'st when sinners cry, Though all my crimes before thee lie, Behold them not with angry look, But blot their memory from thy book.

 2. Create my nature pure within, And form mysoul averse to sin; Let thy good Spirit ne'er de - part, Nor hide thy presence from my heart.


## NIEREP

L. M.

2. How strange thy works ! how great thy skill, While every land thy" riches fill: Thy wisdom round the world we see, This spacious earth is full of thee.



## WARRINGTON. L. M.



## ARAIF。 <br> L. M.

L. Mason.

57


To mine illumined eyes display The glorious truth thy words reveal; Cause me to run the heavenly way, Make ine delight to do thy will.

3
Thine inward teachings make me know, The mysteries of redeeming love,
The vanity of things below,
And excellence of things above.
4
While through this dubious maze I stray, Spread, like the sun, thy oeams abrond Oh show the dangers of the way, And guide my feeble steps to God. Church I'salnody, IIj, 19

TATNALE. L. M.


## MENDON. L. M.



## IRANOTH. L. M. [Chant.]

L. Mason.


1 When we, our weariod limbs to rest, Sat down by proud Euphrates' stream, We wept-with doleful thoughts oppressed, And Zion was our our mournful theme.





## ASHEIELD. L. M.



Decp in our hearts let us record, The deeper sorrows of our Lord; Behold the rising billows roll, To overwhelm his holy soul.

 1. | Jesus shall reign where'er the sun Does his succes - sive journeys run; Hiskingdom stretch from shore to shore, Till moon shall wax and wane no more.

 5., ' $\mid$ Let every croature rise and bring Peculiar hon - ors to our King: Angels descand with songs a - gain, And earth re - peat the lend Amen.


## MANASSEH. L. N.




## NARARETH. H. M.

Arranged from a Gregorian Hymn.


## KOTHVELL. L. M.








## DUKE STREETS I.M.

J. IIatton.




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## AEERETON. L. M.




Adagio Sostenuto e Piano

## GERMANY. L. M.

## Beethoven




## WARD. L. M.






## 2

No more fatigue-no more distress,
Nor sin, nor death shall reach the place ;
No groans shall mingle with the songs,
Which warble from immortal tongues.
3
No rude alarms of raging foes,
No cares to brcak the long repose;
No midnight shade-no clouded sunBut sacred, high, eternal noon.

$$
4
$$

Thine earthly Sabbaths, Lord, we love;
But there's a nobler rest above;
To that our longing souls aspire,
With cheerful hope, and strong desire.
Church Psalmody, Hy. $4 \overline{4}$

QUITO. L. M.



Who is this stranger in distress, That gavels through this wilderness? Oppressed with sorrow and with sin On her belored Lord ahe leans-On her beloved Lord she kans.
 D: b-

## CABOT. L. M.




Now God invites-how blessed the day ! How sweet the Gospel's charming sound! Come, sinner haste-oh, haste away, While yet a pardoning God is found.


[B. A. c -10 ]

## FARNSWORTH. L. M.



## MEDIA.* L. M.

Second Treble or Alto.


1. How blest the sacred tie, that binds In sweet communion kindred minds! How swift the heavenly course they run, Whose hearts, whose faith, whose hopes are one !



## IIAMBURG. L. M.


 3. God is our shield -our joy-our rest; God is our King-proclaim him blest: When terrors rise-when nation's faint, IIe is the strength of every saint. Slow sc soft.


## MIDDLETON. L.M.

## J. A. Keller.



1. Come, 0 my soul in sacred lays Atempt thy great Creator's praise: But, oh, what tongue can speak his fame! What mortal verse can reach the theme:



# CANTON. C. M. <br>   <br> Behold thy waiting servant, Lorl, Devoted to thy fear; Remember and confinn thy word, For all my hopes are there. <br>   

## LIVERPOOL. C. M. <br> Dr. Wainmright


Oh could I find, from day to day, A nearness to my God! Then should my hours glide sweet away, While leaning on his word.


C. 1 .

 4. * But to thy house will I resort, To taste thy mercies there; I will frequent thine holy court, . . . . . . . . $>$ And worship in thy fear.


## WESTEORD. C. M.

L. Mason.


80
HAVANNA. C. M.


## MANCHESTER. C. M.






KENDALK.
C. M.



## TOM面AND. C. M.




BALAERMA.
C. M.


NOTTINGHAM. C. M. 24 ending.


1. Thee will I bless, O Lord, my God, To thee my voice I 'll raise, Forever spread thy fame abroad, And daily sing thy praive.


2. My soul shail glory in the Lord, His wondrous acts proclaim, Oh let us now his love record, And magnity has name.







## BLACKBURN. C. M.




## WINTER. C. M.

Rean.


## GREENFIELD. C. II. Michael Haydn.*



WARHMAM. C. M.



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HUSTIS. C. ME.
Mornington.


## PRENCETON. C. MI.





## BLAKELY. C. MI.

## J. H. Angier



## BANGOR. C. M.

Javenscrof.



Mark! from the tombs a doleful sound; My ears attend the cry- "Ye liviag men, come view the ground Where you must shortly lic.



MAKOR. C. M.

4. Give me the presunce of thy grace; <Then my rejnicing tongue 'Shall speak aloud thy rightcousness, And make thy praise my sodg-And make thy praise my se, 2 ñ.



SAVOY. C.M. [Chant.]


JAMAZ. ${ }^{*}$ C. M. [Double.]


[^1]TABOR. C. M.

## 

 1. $f^{\prime \prime} \mid$ Gird on thy sword, victorious Prince, Fide with majestic sway; $p$ Thy terror shall strike through thy foes, $<$ And make the world obey.

 2. $f^{\prime}$ Thy throne, O God, for - ever stands, Thy word of grace shall prove $p$ A peaceful sceptre in thy hands, $<$ To rule thy saints by love.


## GIRAFTON. C. VL.


2. Fet sovereign mercy calls-rReturn,' Dear Lord, and may I come? My vilc in - gra: . $i$. tude I mourn : Oh, take the wanderer home.


LEEANON. C. MI.


## 106

BFRWICK. C. M.


## DORCIESTER. C. M.



## HANESBORO' C. M.



## BUREORD. C. M.

Parcell.


## WINNISHMET. C. M. [Chant.]



1. Give thanlss to God, the sovereign Lord, His mercies still endure: And be the King of Kings adored, His truth is ever sure- His truth is ever sure.


2. What wonders hath his wisdom done! How mighty is his hand! Heaven, earth, and sea he framed alone; How wile is his command-How wide is his command!


## COUENTRY C 眐

- Close here or repeat the last live.



LUTYEN. C. M.


3. 5 Let all the earth his love proclaim, With all his different tongues, And spread the honor of his name, In mel - o-dy and songs.


## AUSTIN. C. M.

Wr. Horsley.


1. Aff Behold thy waiting servant Lord, Devoted to thy fear; Remember and confirm thy word, For all my hopes are there.


2. Didst thou not raise my faith, O Lord? Then let thy truth appear: mf Saints shall rejoice in my reward, . . . . . . . . . And trust as well as fear



With reverence let the saiats appear And bow before the Lord; Ilis high commands with reverence hear, And tremble at his word.





## MAREOWV.

C. M. [Major.]

113



1. Let all the land whth shouts of joy, To Godiheir voices raise; Sing psalms in honor of his name, And spread his glorious praise.


## MARLOW. C. M. [Minor.]

$2 d$ cnding.


2. And let them say-How dreadfal Lord, In all thy works art thou! To thy great power thy stubborn foes Shall all be forced to bow.



$$
\left[\begin{array}{llll}
\text { в } & \text { а. } & \text {. } & -15
\end{array}\right]
$$




2. His hand di - vine shall lead you on, Through all the blissful road; Till to the sacred mount you rise, And see your gracious God- And see your gracious God.

3. Bright garlands of immor - tal joy Shall bloom on every head; = While sorrow, sighing, and distress,-Like shadows, all are fled-Likeshadows, all are fed.


## HENRY. C. M.

S. P. Pond.
$4-2$
(4-2 $20-1$

'Tis by thy strength the mountains stand, God of e-ter - nal Power; The sea grows calm at thy command, And tem p pssts cease to roar. (G) $4=6=1$


St. MARTIN's
C. M.
lnnsar.
117


## MEAR. C. M.






The Lord is good, the heavenly king, He makes the earth his care; Visits the pastures every spring, And bids the grass appear.

$$
2^{5}
$$

The times and seasons-days and hours, Heaven, earth, and air are thine ; When clouds distil in fruitful showers, The author is divine.

3
The softened ridges of the field Permit the corn to spring;
The valleys rich provision yield, And all the laborers sing.

Church Psulmody, Ps 末̄ith, 4th Pt.
CONWAY. C. M.

## WESTMORELAND. <br> C. M. [Double.] <br> Moravian Tune.




SINAI.
C. M.
L. Mrson.

123





TALLIS. C. M. [Chant.]
Tallis.


124
St. ANN's.
C. M.

Dr. Croft.


## COLCHESTER. C.II.

Williams.



126
ARENDEL. C. M.



PORTER
C. M.

Altered from Stanler.





 and lead them" with the most ardent devotion.-Incidents in the life of President Dwight, p. 26.



## SORDAN. C. M. [Double.]



- This passage may be sang by Trebles, or Terors, or both in octaves.




1. S.Sing praises to our God, And bless his sacred name: llis great salvation, all abroad, from day to day proctaim.

2. Midat heathen nations place The glories of his throne ; And let the wonders of his grace Through all the carth be known.


## SO UTHFLEED. S. M.



1. S. Thy name, almighty Lord, Shall sound through distant lands; Great is thy grace-and sure thy word ; Thy truth forever stands.
(1) 3 (2)

2. Far be thine honor spread, And long thy praise endare, Till morning light, and evening shade Shall be exchanged no more.




3. To bless thy chosen race, In mercy, Lord, incline; And cause the brightness of thy face On all thy saints to shine ;-

4. $f$ That so thy wondrous way May through the world be known; While distant lands their homage pay, And thy salvation own.



## 138

## St. THOMAS' S. M.

A. Williams.


1. Thy name, Almighty lord, Shall sound through distant lands: Great is thy grace and sure thy word; Thy truth for - er - er atands.
 $\left\{\begin{array}{lll}1020 & 0 & 0 \\ (0) & 0 & 0\end{array}\right.$
2. Far be thine honor spread, And long thy praise endure; Till morning light and evening shade Shall bo excharged no more.


## 140 <br> DHMON. * S. M.




* This tune is taken from "Occasional Psalm and Hymn Tunes." by permission of the proprietor of that worl*




1. f. Thy name, almighty Lord, Shall sound through distant lands; Great is thy grace-and sure thy word, Thy truth furever stands.


2. Far be thine honor spread, And long thy praise endure, Till morning light, and cvening shade Shall be exchanged no more.

3. Behold the morning sun Begins bis glorions way; His beams throagh all the nations rab, And life and light convey.

4. Dut where the gospel comes, It spreads divin - er light, It calls dead sinners from their tombs, And gives tho blind their sighs



CLDRON. S. 酰.




## HABAN. S. NI.




TEKOATM. S. MI.


2. When Israel was his charch, When Aaron was his pricst, When Moses cried-when Samuel prayed - . . . . . . . - > Ile gave his people rest


WELLINGVILLE.
S. II.

Dr. Howard.



ASSIAN.
S. M.

149


1. Sing to the Lord most high, Let ev - ory land adore; Wita gratefal heart and voice mako known Ilis goodness and his power-llis goodicest end his pouer.


2. Good is tho Lord our God; IIs truth and mercy sare; And while e-ter-ni-ty shall last, His promisea ondare- llis prom - ises eadare.


## HEZRON. <br> S. MI.

I. MInson.



SILVER STREET. S. M.
I. Smith.


## BOYKSTON. S. M.

3. FOur deys arn as the grass, Or like the inorning flower: When blasting winds sweep ofer the fietd, It withers in an hour.


## STONINGTON. S. NI. Cburch Psalmody, Ify. a99. I. Maron.




OENEY.
S. TI.

IIymn 253. L. Mason.



## 154

## COMPRTON S. PR.

E. K. Proatr.


> DOVRPR. S. MI.



1. dol Tho Lord my shepherd is ; $\quad$ shall he well sopplied; Since he is mine, and I arn his, What can I wand beside:


2. He leads me to the place, Where heavenly pasture grows; Where living waters gently pass, And full sal - va-tion fows.


## GERAR. S. II.





## 158

## UTMUA. S. IH



2. The darkness and the light Still keep their course the same; While night to day-and day to night, Divinely teach his name.


HESMON. S. IV.
Altered from Read.




SHEEFIELD. S. M.


## DUNBAR. S. M.



## KAMBIA. S. M.



## BRIGHTON.

L. M. 6 lines.

163



1
Blest who with generous pity glows, Who learns to feel another's woes, Bows to the ponr man's wants his ear, And wipes the helpless orphan's tear:In every want-in every wo, Himself thy pity, Lord, shall know.

Thy love his life shall guard-thy hand Give to his lot the chosen land;
Nor leave him, in the dreadful day, To unrelenting foes a prey.
In sickness thou shalt raise his head,
Len. And make with tenderest care his bed


All-seeing God! thy piercing eye Can every secret thought explore; May worldly cares our bosoms fly, And where thou art intrude no more: Oh may thy grace our spirit move, And fix our minds on things above! 3
Thy Spirit's powerful aìd impart, And bid thy word, with life divine, Engage the ear-and warm the heart ; Then shall the day indeed be thine: Our souls shall then adoring own The grace that calls us to thy throne. ${ }^{\text {nhurch Psalmody, Hy. } 450}$

## EATON. L. M. 6 lines.




## 3

The mighty God, whose matchles power Is ever new, and ever young;
And firm endures, while endless years Their everlasting circles run.

From thee, the overflowing spring, Our souls shall drink a full supply ;
While those who trust their native strength Shall melt away-and droop-and die.
sf il Swift as an eagle cuts the air,
We'll mount aloft to thine abode,
On wings of love our souls shall fy, Nor tire amid the heavenly road.

Church Psalmody, Hy. 87s


1. The Lord my pasture shall prepare, And feed me with a shepherd's care; His presence shail my wants supply, And guard me with with a watchful eye:-


## 2

When in the sultry glebe I faint, Or on the thirsty mountain pant, To fertile vales, and dewey meads My weary, wandering steps he leads Pp Where peaceful rivers, soft and siow, -Amid the verdant landscape flow.

3
Though in the paths of death I tread, With gloomy horrors overspread,
Nay steadfast heart shall fear no ill
For thou, 0 Lord, art with me still: Thy friendly rod shall give me aid, And guide me through the dreadfal shade
-Though in a bare and rugged way,
Through devinus lonely wilds I stray, Thy presence shall my pains beguile The barren wilderness shall smile,
$m f$ With sudden greens and herbage crowner And streams shall murmur all around

Church Psalmody, P8. 23



## 2

Thy threatuings wake my slumbering eyes And warn me where my danger lies But 'tis thy blessed gospel, Lord, That makes my guilty conscience elran, Converts my soul, subdues my sin, < And gives a free, but large reward.

- Who knows the errors of his thoughts? My God, forgive my secret faults,

And from presumptuous sins restrain:

- Accepr my poor aitempts of praise. That I have read thy book of grace

And book of nature not in vain.
C'hurch Psalmody, Ps. 29. 1.s Ps


Let all the earth their voices raise,
To sing a psalm of lofty praise,
To sing and bless Jehovah's name
His glory let the heathen know,
His wonders to the nations show,
And all his saving works proclaim.

$$
2
$$

Oh! haste the day-the glorious hour,
When earth shall feel his saving power, And barbarous nations fear his name
Then shall the race of man confess The beauty of his holiness,

And in his courts his grace proclaim. Church psalmody, Ps. 96. 1tt Pt.


## 1

Let all the earth their voices raise, To sing a psalm of lofty praise, To sing and bless Jehovah's name ; His glory let the heathen know, His wonders to the nations show
And all his savint works proclaim.
Oh : haste the day -the glorious hour, When earth shall feel his saving power, And barbarous nathens fear his name: Then shall the race of man coniess The beauty of his holiness,

And in his courts his grace proclaim.
Church Ilarmony, Ify. 96. Is Ft


AGNON. L. I. M.





ATHLONE. C. P. M.


Slain in the gulty sinner's stearl,
His spmiless righicourness I plead,
And his availing blowl:
That righicounnese moy rohe shall be, That mertl shall atone for me, And bring nie neas to Gol.

Then sive mo from eternal death, The spirt of adoption breathe,
His consolations rems :

Ey him some word of life imprart, P And sweetly whisper to my heart, - 'Thy maker is thy friend.'

WThe king of teriors then wouid be A welcome messesiger to me, To bid me come awar:

- Unclogged by earth, ir carthly things, I'd mount, l'il fly, with eage: 4ings. To everlasting day. Church Psalmody, Hy. 303



2. Zion-thrice happy place-Adorned with wondrous grace, And walls of strength embrace thee round: In thee our tribes appear To pray, and praise, and hear


Here David's greater Son
Has fixed his royal throne;
He sits for grace and judgment here.
Ile bids the saunts be glait,
He makes the sinners sad,
And humble souls rejorce with fear.
P May peace attend thy gate,
And joy within thee wait
To bless the soul of every guest
The man who seeks thy peace
And wishes thine increase,
A thousand blessings on him rest!

$$
\begin{gathered}
50 \mathrm{n} \text { si }
\end{gathered}
$$

My tongue repeat her vows

- 'Peace to this sacred house!

For here my friends and kindred dwell :
And since my glorious God
Makes thee his blest abode,
My soul shall ever love thee well.
Church Psalmody, Ps. 128, Trh is


PETETRS. S.P.M.

1.1 Hlow plensed and Llest was I, To hear the people cry, 'Come, let us seek our God to dny!' Yes, with a checrfulzend, We haste to Zion's hill And there our rows and honors pres.

 2. Zion-thrice happy place, Adorned with wondrous grace, And walls of atrength embrace thee round: In thee our tribes appear To prny, and praisc, and hear The secred gospel'o joyful anund.


PIMRER. S. I. MI.


(4)




2
He gilds thy mourning face
With beams which cannot fade:
His all-rcsplendent grace He pours around thy head:
The nations round $\mid$ With lustre new Thy form shall view, Divinely crowned. 3
In honor to his name, Reflect that sacred light ;
And loud that grace proclaim,
Which makes thy darkness bright : Pursue his praise, In worlds above, Till sovereign love, The glory raise. Church Psalmody, Hy. 520

MOA13. H. M.







## ACTON. H. M.



1. To spend one sacred day Where God and saints abicte, Affords diviner joy Than thousand days beside: Where God resorts, I love it more To keep the door, than shine in courts


2. The Lord his people loves; His hand no good withholds From those his heart approves, From pare and upright souls:Thrice happy he, O God of hosts! Whose spirit trusts Alone in thee. 's



## MURRAY. II. M.




## 2

' ' Now may the King descend, Aul fill his throne of grace
Thy sceptre Lord, extend,
\{ Yiromoill octo
\{While saints address thy face
$<$ Let sinners feel thy quickening word,
, And learn to know and fear the Lord.
3

* $\left\{\begin{array}{l}\text { sirramul botea. } \\ \text { Descend, cesestial Dore, }\end{array}\right.$

With all thy quickening power*;
Disclose a Saviour's love,
$\left\{\begin{array}{l}\text { And bless these sacred hours: }\end{array}\right.$
' Then shall iny soul new life obtain.
Nor Sabbaths be indulged in rain.
Church Psalmody, Hy 113


HARWICH. H. M. [No. 1.]
185



Give thanks to God most high, The unlvorsal Lord; The sozereign King of kings: And be his grace adored. Thy mercy, Lord, shall still endure, A ad ever sure Abides thy word.



HIARWICH. HI. II. [No. 2.]

Gire thanks alond to God, To God the heavenly King; And let the spacious earth, His works and glories sing. Thy merey, Lord, shall still endure; And erer rare Alidea thy woat.



$$
\text { [B.A.C. }-1]
$$

## MARAH. H. VI.

$\left(\begin{array}{cc}9-6 & 0\end{array}\right.$


SHAPTSRURY. H. M.
W. Barney.


1. To spend one sacred day Where God and saints abide, Afords diviner joy, Than thousand days beside: Where God resorts, I love it more To keep the door, Than shine in courts.

4- 4 -
 3. The Lord his people loves; His hand no good withholds From those his heart approves, From pure and upright souls: Thrice happy he, O God of hosts! Whose spirit trusts Alone in theo

## BETHESDA. H. M.








DARWELL. H. M.
Darizell.




HADDAM. H. MI.
L. Mason.


## HAYWOOD. H. M.



Ye boundless realms of joy, Exalt your Maker's name: His praise your songa employ, Above the starty frame: Your voices raise, Xe cherubium, And seraphim, To sing his praice.



## 190

CLAREMONT. H. MI.


But oh ! from human tongues
Should nobler praises flow;
And every thankful heart
With warm devotion glow ! Your voices raise, $\mid$ Above the rest Ye highly blest, $\left.\right|_{3}$ Declare his praise.

Assist me, gracious God;
My heart, my voice inspire :
Then shall I humbly join
The universal choir:
Thy grace can raise And tune my song My heart and tongue, To lively praise. Church Psalmody, Hy. 719

STOW. H. M.
191



HOTHAM. Ts. [Double.]


1. Jesus, Saviour of my soul, Let me to thy bosom fly; While the raging billows roll, While the tempest still is high: All nay trust on

2. Other refuge have I none- Helpless hangs my soul on thee: Leave, oh! leave menotalone! Still support and comfort me Hide me, O my

thee is stayed; All my help from thee I bring: Cover my defenceless head With the shadow of thy wing-With the shadow of thy wing.


Saviour: hide, Till the storm of life be past; Safe in - to the haven guide; Oh, receive my soul at last!- Oft, receive my soul at last:

[B.A. c. -25]




Son of God, thy blessing grant, Still supply my every want; Tree of life, thine influence shed, With thy fruit my spirit feed.

$$
\stackrel{1}{2}
$$

p. Tenderest branch, alas! am I; Without thee, I droop and die; Weaker than a bruised reed, Help I every moment need. 3

- All my hopes on thee depend;

Love me, save ine, to the end
Give me thy supporting grace, Take the everlasting prase.

## BELIINGHABI. 7א



CORA. 7 .




## PILTON. 7s.



## NAPLES. 7s. Subject from Pleyel.



## RU'TLAND. 7s. Glines.



## ¿02




## A PULHUM. 7s.



1. Children of the heavenly King, As ye journey, sweetly sing; Sing your Saviour's worthy praise, Glorious in his works and ways, Glorious in his works and ways.


Soon their happiness shallsee, Soon their happiness shail see.


1. Carist, tho Lord, is riven to-day, Sons of men, and angeis, say! Raiso yoursongs of trimph high; Sing, ye beavens-and parth, reply !


KINBALL. 7 s.
L. Mason.


## NUREMBURG.

7 8.


## PHIRN资.* 8s \& 7s, with Hallelujah.




## CESAREA. os\& Js


MTAEYTV界






1. I'raise the Lord! ge hearens, adore him; Praise him, angels in the height; Sun and moon, rejoice before lim; Praise him, all ye stars of light!


2 Praise the Lord-for he hath spoken; Worlds his mighty voice oleyed, Laws which never can le broken, For their guidance he hath made. Hallelujah, Amen.
3 Praise the Lord-for lie is glorious; Never shall his promise fail;
God hath made his saints victorious, Sin and death shall not prevarl.

> Hallelujah, Amen.

4 Praise the God of our salration,
Hosts on high his power proclaim ; Heaven and earth and all creation, Praise and magnify his name:

Hallelujah, Amen.
Church Psalmody, Ps. 14s, 6ch Pt.


GIRELCL. 8s, 7s \& 1


Thanks we give, and adoration, For thy gospel's joyful sound; May the fruits of thy salvation In our hearts and tives abound ' May thy presence
With us evermore be found !

## 3

Then, whene'er the signal's giren,
Us from earth to call away.
$f$ Borne on angels' wings to heaven,
Glad the summons to obey-
mp. May we ever
m. Reign with Christ in endless day'

Chureh Psalmody, IIy 47 .

mf. Now he bids his great salvation
Through the heathen lands be told:
Tidings spread through every nation,
And his acts of grace unfold:
All the heathen-
Shall his righteousness behold.
3
ff. Shout aloud- and hail the Saviour ;
Jesus, Lord of all proclaim!
As ye triumph in his favor,
All ye lands declare his fame.
Loud rejoicing-
Shout the honors of his name!
Church Psalmody, Ps 99, 5th pt

OHIPHANT. 8s, 7s A 4.


## 216

EBERE. 8s, 7s \& 4.

f. Lo ! thy son is risen in glory, God himself appears thy friend ;
All thy foes shall flee before thee; Here thetir boasted triumphs end : Great deliverance
Zion's King will surely send 3
Enemies no more shall trouble ; All thy wrongs shall be redressed;
For thy shame thou shalt have double, In thy Maker's favo: blest; All thy conflicts
Lon End in an eternal rest.

## BIRES'T.

2. Lo! thy snn is risen in glory! God himself appears thy friend;
All thy foes shall flee before thee; Here their boasted triamphagnd: Great deliverance Zion's King voachsafes to sead—Great deliverance Zion's King will surely scad.


> 3. Enemses no more shall trouble; All thy wrongashall be redresed; For thy shame thou shalt have doable, In thy Maker's favor blest;
All thy conflicts End in an eternal rest-All thy conflicts, Eud in an eternal rest.



3
Kingdoms wide, that sit in darkness Grant them, Lord, the glorious light ; Now, from eastern coast to western, May the morning chase the night ; Let redemption,
Freely purchased, win the day!

## 4

f. Fly abroad, thou mighty gospel ;

Win and conquer-never cease!
May thy lasting, wide dominoons
Multiply, and still increase: Sway thy sceptre,
Saviour, all the world around! Church Psalinody, Hy. 493


MCSSINA. $8 \mathrm{~s} \& 7 \mathrm{~s}$, or $8,7 \mathrm{~s} \& 4$.
Kozeluch.



1. Come, all ye saints of (iut! Wide through the carthabroad, spread Jesus' fane: Tell what his love hath done; Trust in his name alone: Shout to his lofty throne,"Worthy the Lamb." (1) 2. Hence, ploomy doub and fears! Dry up your inournful tears; Swell the glad theme: Praise yeour gracious King, Strike eacha melodious string, Join heart and voice to sing, "Worthy the lamb."

2. II ark! how the choirs above, Filed with the S.aviour's love, Dwell on his name! "There, too, maywe be found, With light and glory crowned, While all the heatens resound, "W Wrthy the Lamb."

## DOFET. Gs\& 4s.

Church P'salm. P's. 150, 4th Pt.


1. Praise ye Jehovah's name, Praise thro' his courts proclaim, Rise and adore: Iligh o'er the heavens above, Sound his great acts of love, While his rich grace we prove, liast as his power

2. Now let the trampet raise Sounds of triumphant praise, Wide as his fame; There let the harp be found; Organe, with solemn sound, Roll ynur deep notes around, Filled with his name.

3. While his high praise ye sing, Shake every sounding string; Sweet the accord! He vital breath bestows; Let every breath that flows, II noblest fame disclose-Praise je the Lord.




## AMSTERDAM. 7s \& Gs


[B. A. C. -29] - Bz singing the scrall notes in this mearue, the netre will be 7s, 64 \& 8

## RICHMOND. 7s \& 6s.

## L. Mason.



Will he not his help afford? Help, while yet I ask, is given; God comes down: the God and Lord That made both earth and heaven. Q


[^2]
3. Thou dost conduct thy people Through torrents of temptation ;
Nor will we fear, while thou art near, The fire of tribulation.
The world, with sin and Satan, In rain our marcla opposes;
By thee we will break through them all And sing the song of Moses.
4. Faith now belolds the glory,

To which thou wilt restore us,
And earth despise, for that high prize, Which thou hast set before us.
And if thou count us worthy,
We each, as dying Stephen,
Shall see thee stand at God's right hand
To take us up to heaven.
Church Psalmody, Hy. 403



## SPRING. 8s.






## SYRIA.* 5s \& ios.




## HAVRE. 10s.



## WHITBK. 10w.

235






OSBORNE. 10s. \& 11 s .



## FERNANDINA. 10 s \& 11 s .




2. God raleth on high, almighty to save; And still he is nigh-his presence we have: The great congregation his triumph shall sing, Ascribing salyation to Jesus our king.


## CAIDWELI. 10s \& 11 s .



238

## PORTEGUESE HYPIN. 11 s .





Though in the paths of death I tread, With gloomy horrors overspread,
mf. My steadfast heart shall fear no ill, For thou, O Lord, art with me still : Thy friendly rod shall give me aid, And guide me through the dreadful shade.

4

- Though in a bare and rugged way Through devious, lonely wilds I stray, Thy presence shall my pains beguile: The barren wilderness shall smile,
mf With sudden greens and herbage crowned, And streams shall murmur all around.

Church Psalmedy, Ps. 23d, 1 st Ph

FOINOM. IIs \& 10 s .


Cold on his cradle the dew-drops are shining,
Low lies his head with the beasts of the stall, Angels adore him in slumber reclining, Maker, and Monarch, and Saviour of all.

3
Say, shall we yield him, in costly devotion,
Odors of Edom, and offerings divine?
Gems of the mountain, and pearls of the ocean,
Myrrh from the forest, or gold from the mine?
Vainly we offer each ample oblation;
Vainly with gifts would his favors secure : Richer by far is the heart's adoration ;

Dearer to God are the prayers of the poo:
Sishop Heber


I would not live alway, no-welcome the tomb, Since Jesus has lain there, I dread not its gloom; There, sweet be my rest, till he bid me arise, To hail him in triumph descending the skies 3
Who, who would live alway, away from his God; Away from yon heaven, that blissful abode, Where the rivers of pleasure flow o'er the bright plains, And the noon-tide of glory eternally reigny:

$$
4
$$

Where the saints of all ages in harmony meet, Their Saviour and brethren, transported to greet ; While the anthems of rapture unceasingly roiit: And the smile of the Lord is the feast of the soul.

## SAEDIS. 5s \& 6s.



## DUREN. 12s.



## DUREN. Continued.


'The Lord is great.' [Hymn.] Worde by D. Dutcon, Jr.-Church Psalmody, Hy. 731.


## 


2. Thon art gone to the grave-we no longer deplore thee, Nor tread the rough path of the world by thy side; Bat the wide arms of mercy are

3. Thou art gone to the grave-and its mansions forsaking, Perhaps thy tried spirit in doubt lingered long; But the sanshine of heav-en beamed (Thou art goce to the grave-but 'were wrong to deplore thee, When God was thy ransom, thy gardian and guide; lle gave thee, and took thee, and

'There is a fonntain filled with blood.'



1. The Prince of salvation in triumpb is riding, And glory attends him along his bright way-The news of his grace on the breezes are gliding, And nations are owning his sway.

2. Ride on in the greatness, thou conquering Saviour; Let thousands of thousands submit to thy reign; Acknowledge thy goodness, entreat for thy favor, And follow thy glorions train.

3. Then loud shall ascend from each sanctifed nation, The roice of thanksgiving, the chorus of praise; And heav'n shall re-echo the song of salvation, in rich and melodious lays.

'Peace, troubled soul.'
Second Treble.

4. Peace, humbled soul, whose plaintive moan IIath taught these rocks the notes of wo; Cease thy cornplaint, suppress thy groan,
5. Come, freely come, by sin oppressed, Un - bur - then here thy weighty load, Herefind thy refuge and thy rest, Instrument.








$\frac{2}{2}$


6. Eehold the glories of the Lamb, Amid his Father's throne; Prepare new honors for his name, Prepare new honors for his name And songs before unknown.

7. Those are the prayers of all the saints, And these the hymns they raise ; Jesus is kind to our complaints, Jesus is kind to our complaints, He loves to hear our praise.

'Safely thmourh amothex week.' [Hysin.]
8. Mason.


Here we come thy name to praise ; Let us feel thy presence near: May thy glory meet our eyes,

While we in thy house appear: Here afford us, Lord, a taste Of our everlasting feast.

May the gospel's joyful sound Conquer sinners-comfort saints; Make the fruits of grace abound. Bring relief from all complaints Thus let all our Sabbath's prove, Till we join the church above.

Church Psalmody, Ify 401





Lift up your heads, ye heaveuly gates! Ye ev - erlasting doors, give way_ Lift up your heads, ye heavenly gates! Ye ever - losting doors, give way.

[For bed asmea oos pege iss.]

3. Loose all your bars of masyy light,

un - fold th' e - the - real scene; He clains these mansions as his right, Recuive
the Kins of First Trcbic.

3. Loose all your bars of massy light, And wide un - fold th' e - the - real scene; He claims these mansions as lis right, Reccise the King of

$$
\begin{aligned}
& \begin{array}{cccc}
4 & \text { your hars of } & \text { nisssy } \\
3 & \overline{3} & \overline{3} & 6 / i \\
\hline
\end{array} \\
& \text { 1 и. А. с. - 83] }
\end{aligned}
$$


' Our Nord is risen from the dead.'

'Before Jehovah's awful throne.' [Dendare.]
M. Madan.

2. His sovereign power, without our aid, Made us of clay-and formed us men; And when, like wandering sheep, we strayed, He brought us to his fold again, He brought us to his fold again.






The heavens, and all the powers therein.
.alagio.*


- IVe mraise thee, $O$ God.,
[CONTINEES.0]

full of thy great glory-Ileaven and earth ure full of the majesty-are full of the
majcaty of thy great

$\square$


full of
thy great giory-Ileaven and carth are full of the majesty-are full of the





'Tareat is tie loird.' [Continued.j


Great is U.e Lord, and greatly to bo prased-




## 268

'Gireat is the Lohd. [Continued.]


- praise Got in his holiness.'
[Anthem.]


Praise him according to his excellent greatuess; Praise him in the send of the trumpet, in the sound of the trumpet, Praise him upon the late-apon the late and harp;


I'raise him upon the lite and harp!




Cress. f. m.

Sloan

3. Who shall ascend in -10


Treble.

a pure

lifted
up his soul un - to
$\operatorname{ran}-1-i y$.




உ\% 4
'The earth is the Lord's and the fulness thercof.' [Continued.]


King of Glory shall come in. 10. Who is this King of Glory ? Who is this King of Glory ? The Lord of hoste- The Lord of hosts, he is the King of Glory-


The carth is the Lodid's and the fiahess thereof:' [Continuen.]
275

 $1-1$


FEDERAL. STREET. L. M.
II. K. Oliver.



# 'In fuldah is Gioll linown.' [Cuntinuen.] 




and his dwelling in Zion-his
dwell
his dwelling-his dwelling in Zion. D.C.


Salem-at Salem is
his abode,
and his dwelling in Zion-
his dwelling-his dwelling in Zion-


$\left\{\begin{array}{l}\text { snnzlare noeee } \\ \text { There }\end{array}\right.$ faith lifts up the tearless eye, The heart with anguish riven, It views the tempest passing by, Sees evening shadows quickly fly, And all serene, serene-in heaven

Sing intre notere. 4
$\left\{\begin{array}{l}\text { sing ingre nower } \\ \text { There fragrant flowers immortal bloom, }\end{array}\right.$ And joys supreme are given; There rays divine disperse the gloom, Beyond the dark and narrow tomb Appears the dawn, the dawn-of heaven. Church Psalnody, $H y .63 \varepsilon$




5.-Great Sun of Righteousness, arise! Oh bless the world with heavenly light! Thy gospel makes the simple wise; Thy laws are pure, thy judgments right.


6. Thy noblest wonders here we view, In souls renewed and sins forgiven : aff Lord, cleanse my sins, my soul renew, And make thy word my guide to heaven.

sipirited-bch-energetic
ZEIPMEDN. I. M.
283



Hell and thy sins resist thy course :
But hell aud sin are vanquished foes; Thy Jesus nailed them to the cross,

And scing the triumph when he rose.
Then let my soul march boldly on.
Press forward to the heavenly gate: p. $1 /$ There peace and joy eternal reign,
 1
f. ' 1 There shall I wear a starry crown, And triumph in almisthy grace; While all the armies of the skies Join in uny glorious Leader's praise Church P'salmody, Hy, 350

[^3]


'WFalie! Isics of the sortll.' [Continezn.]


## 688

'EVaise: Esles of the south.' [Continued.]

day - The glad Star of Bethlehem willbrighten to-day-The gladStar of Bethlehem will brighten to-day- will brighten to day- will brighten to-day.

 [B. A. C. -83 ]

290
-Wake the song of jubilee.' [Continued.]

' Wake the song of jubilce.' [Continced.]
291






二aise anc sons of jubilce. [Continued. $]$
2303




O give thanks- O give thanks un-10 the Lord - call upon his name- call upon his name-make known his deeds among the people-

cali upon his name- call upon his name-make kcown his deeds among the people-



## ล路

'When lost In wonder.' [Motette.]


When sost in wonder, I behold, Yon azure starr'd with shining gold; Or on the moon's soft lustre gaze, As through the spang!ed heavens she stravs:



'O what beanty, Lord, appears.' [Continued.]

$3 \circlearrowleft$ mODERATO.

' (yain the day neturns of holy rest.' [Hymn.]




# Aginin the dive returis of holy rext., [Continued.] 

$\left\{\begin{array}{l}0=1= \\ {[=-\infty=1}\end{array}\right.$ $\begin{cases}1000 \\ \square & 0 \\ 0 & 0 \\ 0 & 0 \\ \hline\end{cases}$



$$
E
$$







304

'Give the Iord the honor due thto his name.'
[Continued.]




'Sanctus and Elosamina.' [Continem.]


3 Sindante
"The Lord descended from above.'
[Ps. 18. Sternhold and Hopkıns' Veraification.]


'The Colid arscended fionin above.' [Continued.]


## 'The Lorl descended from above.' [Continuzd.]



## 314

ANDANTE.

- Dh How lovely is Rion, [Motette.]

Subject from an 'Agnes Dei,' by Mozar.


[^4]$f$.


Oh how lovely-

Oh now love-ly-

Oh . - how lovely-how lovely is Zion-
m. $\quad 43$ 7- $\quad$ - $\quad 463$

Oh how lovely, how lovely is Zion, E-
Zion, city


Oh how lovely-how lovely is Zion-
Oh how lovely, how lovely is Zion- Zion, city
of our $\left\{\begin{array}{l}\text { (f)+ }+1=-1 \\ \text { God. }\end{array}\right.$

Oh how love - ly



God.



Joy and peace-


God.


Oh how lovely, lovely is

Joy and peace- joy and peace-
joy and peace dwell is thee,
(ib ho:y lovely,
Dovely is

# OH how lovely is Kion.? 

[Continied.]





he comes, he comes, he comes With his celestial train.

his celestial train, he comes, he comes With his celestial train, he comes, he comes - . With his celestial train.


[^5]


- Lift tu your Heads, efeviail gatew. [Conrixumd.|


-The eyes of all wait upon thec, 0 lord.' [Tmanssaving Anthem.]



## 322

'Thou openest thy natnd.' 「Antheri continued. 1


## 'Thou visitest the earth. [Anthem continued.]



'We will rejosce in the Eord.' [Anthem continueid.]


326
' EVe ntill vejoice fir the Eora.' [Anthem continued.]





'oll bow lovely is Mion: [Comtimusd.]




' Great is the Iotod.'
[continued.]


Cireat is the Lord! his acts of might Are told by heaven, and earth, and main : His praise shall sound from morning bright From spring, and all her flowery train Great is the Lord, dec.

## 3

Great is the Lord! his acts of micht Are told by heaven, and earth, and main ; His praise shall sound from insects flight, From man, and all the angel train,
Great is the Lord, \&c.

## GLORIA IN EXCELISIS. [Chant.],



GHORIA IN EXCELSIS.
[continued.]
$\left\{\begin{array}{l}\text { OLord, the only begotten Son Jesus }\end{array}\right.$


Christ, with the Ho-ly Ghost; art. most high in the glo.ry of God the Fa - ther. A - . . . men.

'Praise ye the Lord.' [Anthem.]


'Piaine ve the Edord.' [Continued.]
3.33


## CRAVHEN. C. M.




0 Lord of hosts, my King, my God, How highly blest are they, Who in thy temple aluays dwell, And there thy grace display ! And there thy grace display.
(4)


beauty of holiness join to proclaim，In the beauty of holiness join to proclaim．

 The voice of Jehovah makes known his abode，He thunders in glory and


The voice of Jehovah makes known his abode，He thunders and

- Assign to Jeliovah.,
[continued.]

rides on the cloud. $=$ The voice of Jehovah is uttcred withmight, It roars in the blackness of gathering night-It roarb in the blackneson erathering night.




## 'Assign to Jehovah.' [continoed.]


rends the hard rock, it the forest lays bear, While all in his temple his glory declare-in his temple bis glory declare :
Jehovalı his throne shall maintain, Je.
 rends the hard rock, it the forest lays bare, While all in his temple his glory declare-Whiie all in his temple his glory declare : Jehovah his throne in the heaven shall maintan, Je-

rends the hard rock, it the forest lay kear, While all in his temple his glory declare-in his temple his glory declare:

Jehovah his throne in the heavens shall maintain, Je-
 - hovah forever and ever shall reign, Jehovah with might shall his people increase-Jelovah shall bless his own pecple with peace-Jehovah shall bless his own people with peace.
 - hovah forever and ever shall reign, Jehovalh with might shall his people increase-Jehovah shall bless his own people with peace-Jehovah shall bless his own people with peace. $\left\{\begin{array}{lll}100 & 0\end{array}\right.$ hovah forever and ever shall reign, Jehovali with might shall his people increase-Jehorah shall bless his own people with peace-Jchovah shall bless his own people with peace. $\left(\begin{array}{lll}100 & 0 & 0\end{array}\right.$

 (1) 1 -


Then cur cause our cause Will gain the universaloway-Then our causenour cause Will gain the universalsway-our cause- our cause- our cane Will gain the uniscreal owny-ons



[B. A. C. - 11)]

Why will ye waste on trifling cares.'





'Malic it joyfin noise nuto the Ianol.' [Custisted.]


350
THE LORH'S PRAYER. [Chant.]


VENITE, EXUL'TEMUS DOMINO.

gtrength of
King par - od tho
pusture and the
to the


2. Let us come before his prescace
4. In his hands are ull the
6. pO come, let us
8. $p \mathrm{O}$ wrorship the lord in the
11. As it was in the beginniog, is now, and

glad
hills
kneel bo-fore thre
earth
eud,
Rand in
A -

9. f. For the cometh-fur he cometh, to





## JUBILATE DEO. [ $\mathbf{N o}$ o. 2.]




BENEDICTUS. [No. 2.]

[ $\mathrm{B} \& \mathrm{c}-45$ ]


2. With his own right hand, and with his

4 Ile hath remembered his mercy and truth toward the 6. Praise the Lord up -
8. Let the sea make a noise, and all that
10. With righteousness shall he
12. As it was in the beginning, is now, and


| Hath he getten him - - - | self the |
| :--- | :--- | :--- |
| Aod all the ende of the worid bave ceen the sal . |  |
| va - tion |  |

Sing to the harp witn a - . - psalm of
The round world, and
Ane round
orld; And the they that
people with with
enere-
$e-q n i-1$
men-A -1

- ty. 11 G
- men.

CANTATE DOMINO. [NO. 2.]

BONUM EST CONFITERI. [NO. 1.]
355


BONUM EST CONFITERI. [No. 2.]
[NO. 3.]


356
DEUS NHISERATUR.




BENEDIC ANIMA MEA. [No. 1.]
Firat and Thard lines may be sung an Unison with the Trebie

praise lis
all thlne in
voice- the
pla - cen of
to the
col:


BENEDIC ANIMA MEA. [NO. 2.]


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| ANTIMNS，Er． | O low lovely in \％inn <br> （）hour lovedy is \％orsn． <br> （）prame（ind in lue liohtuebw．．．．．．．．．．．．221\％） |
| :---: | :---: |
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| Bu－hold the glorins of tho limmb ．．．．．．．． 2 2it |  |
| Bu＊joyfal in God ．．．．．．．．．．．．．．．．．．． 2 2il | Our Futher whon art in heaven．．．．．．．．．．． $\mathrm{S}^{\text {did，}}$ |
| Blessed be the Lord God of Israel（cliant）35i3 | Our lard is |
| Blessed is lie who couscth ．．．．．．．．．．．．．313 | l＇racr，trontied |
| Brightust and best of the sons．．．．．．．．．．．． 211 | l＇raise the lord（clant）．．．．．．．．．．．．．． 357 |
| Comre，ye disconsolate．．．．．．．．．．．．．．．．．20．0） | Praise ye the Lord． |
| Cry out nud shout．．．．．．．．．．．．．．．．．．．． $3: 37$ | Saypir througli an |
|  | Sanctus and Hosan |
| Fre I sleep，for every favor．．．．．．．．．．．．． 247 | Simg lanllelujah． |
|  | Sons and daugliters of，sic． |
| Giver the Lord the lionor．．．．．．．．．．．．．．344 |  |
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| Glory be to Grod on high ．．．．．．．．．．．．．．．3its | Truprirancri Ilvar ．．．．．．．．．．．．．．．．．．43 |
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| It is a good thing（clant）．．．．．．．．．．．．．．．．3ini） | The voice of the lord |
| I would not live alway．．．．．．．．．．．．．．．${ }^{242}$ | There is a fountai |
| Livi up your lieads．．．．．．．．．．．．．．．．．．．．． 316 | －Thou art gone to the gra |
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| Makr a joyful noisc．．．．．．．．．．．．．．．．．． 3.3 | Whar．＇Isleg of the routh |
| Morn of Zion＇s glory．．．．．．．．．．．．．．．． $2=0$ |  |
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| Natioval llymv．．．．．．．．．．．．．．．．．．．．．．．． 20.20 | We will rejoice．．．．．．．．．．．．．．．．．．．．3：14 |
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| O give thanks．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． | Zios awakp＇sny strength．．．．．．．．．．．＇cot |



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ent:" 1

OK
Eefier jew in this country, en


[^0]:    

[^1]:    *This tune is taken from "Occasional Psalm and Hymn Tunes," 'iy そe:mission of the propretor of that work.

[^2]:    *By singing the snall notes in this measnre, the metre will be 7s, 69 \& 8 .

[^3]:    - This line moy be smag as a duot, by Tenor and Bass, or by Treble and Alto, or by bech togother in octaves.

[^4]:    an introductory symphony

[^5]:    * Transposed, and slighty altered from previous editions

